

LEARN FOCUS GROUPS

METHODOLOGICAL ANALYSIS FRAMEWORK



WORK PACKAGE [3]: IMPLEMENTATION OF RESEARCH TO IDENTIFY THE VIEWS OF EMPLOYERS AND EMPLOYEES AS FAR AS LEARNING IN THE WORKPLACE IS CONCERNED

ACTIVITY: A6. COMPOSITION OF AN AGGREGATE REPORT PRESENTING THE RESULTS OF THE RESEARCH

PARTNER RESPONSIBLE FOR THIS ACTIVITY: FEH



Co-funded by the
Erasmus+ Programme
of the European Union

This project has been funded with support from the European Commission. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

PROJECT MAIN DETAILS

Programme:	Erasmus+
Key Action:	Cooperation for innovation and the exchange of good practices
Project title:	TOWARDS A HOLISTIC TRANSFORMATION OF ORGANISATIONS INTO LEARNING WORKPLACES
Project Acronym:	LEARN
Project Agreement Number:	612910-EPP-1-2019-1-CY-EPPKA3-PI-FORWARD
Start Date:	01/01/2020
End Date:	31/12/2022

PROJECT PARTNERS



Αναπτυξιακή Εταιρία
Επιμελητήριου Λάρισας



INDEX

Project Main Details	2
Project Partners	2
List of Tables	4
Introduction	5
Report Structure.....	5
Reports' Answers Approach.....	6
Lists' Answers Approach	7
Profile of Participants	8
Focus Group Type A: EMPLOYERS	8
Focus Group Type B: EMPLOYEES.....	35
Conclusions	61



LIST OF TABLES

Table 3: Definition of “Learning in the Workplace” (Type A)	11
Table 4: Importance of “Learning in the Workplace” (Type A)	13
Table 5: Benefits of “Learning in the Workplace” (Type A)	17
Table 6: Barriers to “Learning in the Workplace” (Type A)	23
Table 7: Additional motivation to “Learning in the Workplace” (Type A)	27
Table 8: Stakeholders’ Support (Type A)	29
Table 9: Changes and Learning Activities (Type A)	30
Table 10: LEARN Suggested Activities (Type A)	31
Table 11: Additional Issues of “Learning in the Workplace” (Type A)	33
Table 13: Definition of “Learning in the Workplace” (Type B)	35
Table 14: Importance of “Learning in the Workplace” (Type B)	40
Table 16: Barriers to “Learning in the Workplace” (Type B)	50
Table 17: Additional motivation for “Learning in the Workplace” (Type B)	53
Table 18: Stakeholders’ Employer Support (Type B)	57
Table 19: Changes and Learning Activities (Type B)	60
Table 20: LEARN Suggested Activities (Type B)	61



INTRODUCTION

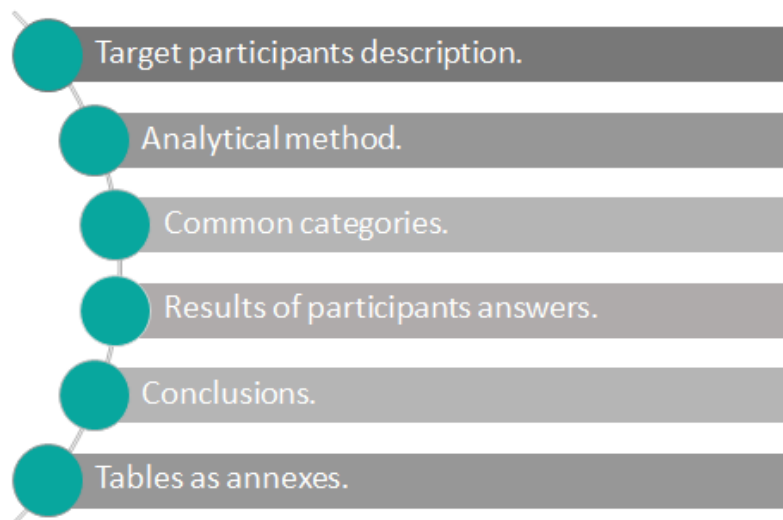
The objective of this document is to provide guidelines for the analysis of the results of focus groups implemented in the different countries of the consortium under **Implementation of research to identify the views of employers and employees as far as learning in the workplace is concerned**, Activity 3.4 DEVELOPMENT OF THE FRAMEWORK FOR THE METHODOLOGICAL ANALYSIS (QUALITATIVE) AS WELL AS THE TOOLS TO BE USED. The same document will be used as a template for the national reports to be provided under Activity 3.5 QUALITATIVE ANALYSIS OF THE RESULTS OF THE FOCUS GROUPS AND COMPOSITION OF PARTNER REPORTS and Activity 3.6 COMPOSITION OF AN AGGREGATE REPORT PRESENTING THE RESULTS OF THE RESEARCH.

REPORT STRUCTURE

The report would be structured like a magazine essay with a visual format so as to be closer to general public. In this way, the final target group will have a more specific vision about the how, who and why of this report.

Hence, the report would include a description of each target group and their features so as for the sample of this study to be clear. Also, it would have a description of the analytical method and the mega categories creation to understand how it was obtained and how to get these conclusions analyses. Lastly, it could include tables as annexes since they show technical information without many details but they should be included as a key part of the results.

Aggregate report results: Structure



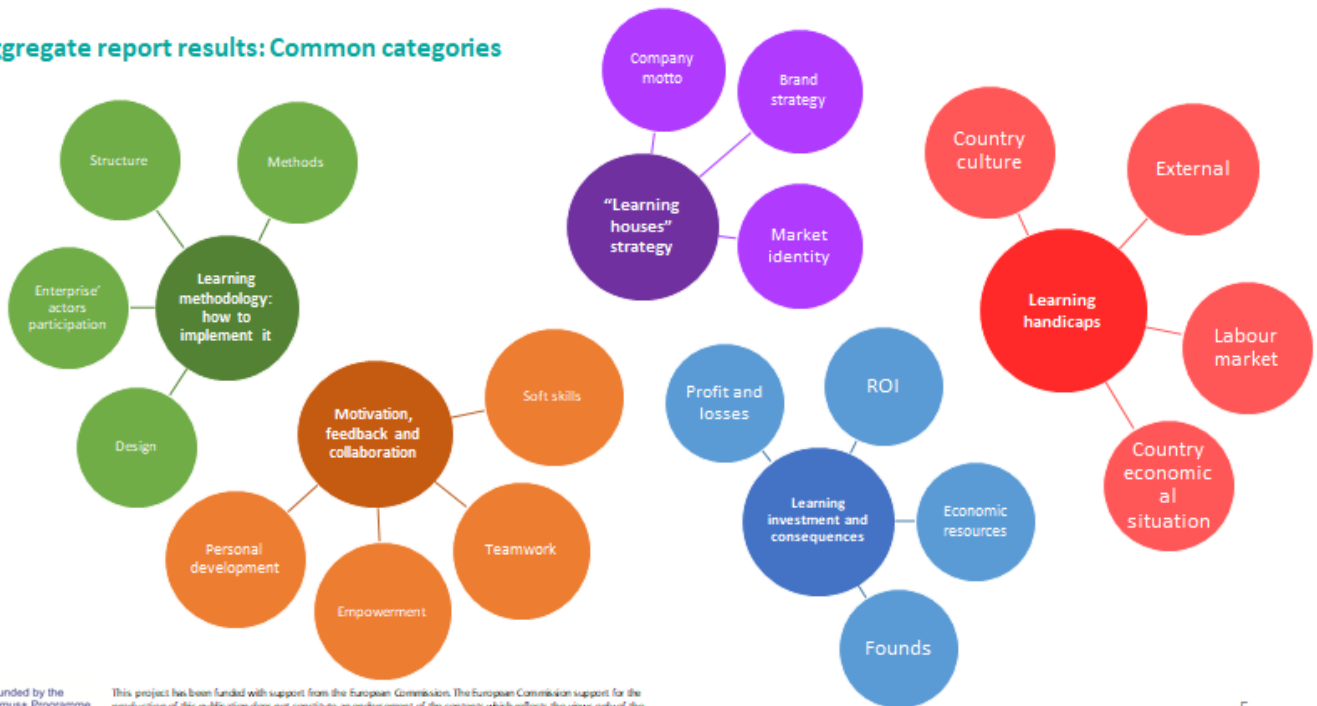
REPORT'S ANSWERS APPROACH


In each national report, facilitators had coded and categorized participants' answers of each point in different ways. Despite it provides a lot of information to analyse the point of view of the participants and to know all aspects that they consider about "Learning in the workplace", this makes more difficult a comprehensive analysis of each country's results since they address several and different aspects.

However, these categories could be gathered in mega categories due to their different aspects in their aim, process or background. Therefore, they could be divided in the following five mega categories:

- **Learning methodology:**
Participants explained that enterprises should have a clear methodology in order to create an efficient learning plan, which will include all the actors of the company gaining real results in the company's know how. For this reason, they thought that the structure of the learning plan should match with the company's structure and needs for each employee and department. Furthermore, they mentioned that the design should correspond to each target need and other variables as well, such as workload, hybridization of the resources, etc. In this way, this category will include all the aspects related with methodology creation and its implementation.
- **Motivation, feedback and collaboration:**
Participants pointed out that motivation is the main factor for "Learning in the workplace" philosophy, since it provides reasons to acquire more skills and increase the feeling of usefulness of employees. Thus, it improves communication amongst departments and collaboration to build an atmosphere of knowledge exchange. In this way, all company's actors feel that are useful for the company and their opinion is relevant. Thereby, this category gathers all the aspects related to soft skills' development for the creation of a positive environment and the exchange of new knowledge.
- **"Learning Houses" strategy:**
Participants commented that enterprises should have a company brand related to the continuous learning, so as to offer an updated identity linked to the improvement of quality of their products and services. Therefore, a great start would be for the employees to have the opportunity to improve their knowledge and have a better understanding of the market. This category contains all points regarding internal learning philosophy and creation of a learning identity.
- **Learning investment and consequences:**
Investment is a crucial factor to run activities or learning plans, otherwise the likeliness to develop some learning program decrease, due to the limited availability of resources that enterprises have. In addition, participants' answers are related with the consequences that companies have, both economically and in terms of efficiency, and also with the analysis of the return of investment.
- **Learning handicaps:**
Participant also analysed some barriers that enterprises could find to develop and implement learning plans but which cannot control them. That depends on each country's culture, labour market situation, labour market trend, labour rights, etc. which can influence the decisions for the implementation of a learning plan. Thus, the enterprises should consider these variables before designing it.

Aggregate report results: Common categories




 Co-funded by the Erasmus+ Programme of the European Union. This project has been funded with support from the European Commission. The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

After this point, there has been an analysis on which categories are predominant and set the main clues for each point. Once identified, participants' answers were analysed and explained around these categories to reach a closer conclusion as to the aggregate points of each block.

Finally, some facilitators used other methods to complete the tables; thereby this kind of answers appear as a highlighted point in each analysis.

LISTS' ANSWERS APPROACH

Regarding the answers occurring from the lists, these were analysed depending on the proposal features' criteria. This means that, for example, in the case of formal, non-formal and informal activities, list answers were analysed regarding online, blended or in-person criteria and the main preferences of each target group about activities implementation and workload compatibility. Due to the various kinds of answers, these were divided into three categories: internal learning process, specific activity or information and learning provider.

In this way, the activity lists provide a vision about how participants understand "learning in the workplace". In addition, it's possible to observe the learning process preferences trend related with the increased implementation of online resources or feasibility of the activities.

Essentially, it's possible to analyse which is each target group trend regarding activities in common, as well the convergences between employers and employees to reach a conjunction of activities which define "Learning in the workplace".

On the other hand, benefits and damages lists answer about the way that companies implement activities. These were analysed under the five mega categories previously mentioned and checked in accordance with the previous answers of the tables to demonstrate how they are connected.

Both approaches get complemented results and conclusions that influence directly the definition on “Learning in the Workplace” and build an efficient learning plan.

PROFILE OF PARTICIPANTS

The aim of participants’ profile analysis is to identify whether target groups of information show up as significantly distinct profile. It helps to analyse patterns of answers and trends. The analysis may be across target groups or across participants’ answers.

Hence, this process could analyse participation by gender (how many male and female participants) and ages (the age range). In particular, since this is an international study, it could specify the country where the participants lived. And if the study invited only participants with certain characteristics, this should be mentioned as well. Consequently, readers have a general point of view of participants’ characteristics, and how these can influence the results.

In this way, participants’ profile could:

- Show if there is a “new generation” of employees which do not fit into the current labour market
- Exhibit the traditional way to learn in the workplace
- Fix the origin of the definition of learning in the workplace

FOCUS GROUP TYPE A: EMPLOYERS

B. EXPLORATION QUESTIONS

Q1: WHAT COMES TO YOUR MIND WHEN YOU HEAR “ADULT LEARNING IN WORKPLACE”

MEANING UNITS	CONDENSED MEAN-ING UNITS	CODE	CATEGORY
It is a different way of working.	- Different way of working.	- Different way of working.	- Learning methodology: How to implement it
It has to do with education for all.	- Education for all.	- Inclusive education.	- Learning methodology: How to implement it
Education and development of personnel’s skills for managing changes at the workplace.	- Education for managing changes at the workplace.	- Managing changes at the workplace.	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Organisations where employees can learn, negate previous knowledge, and re-learn.	- Employees can learn and re-learn.	- Continuous learning process.	- Learning methodology: How to implement it
Organisations that spread knowledge easily to avoid single points of failure.	- Knowledge spread to avoid single points of failure.	- Proactive knowledge spread.	Learning methodology: How to implement it
Spread of knowledge; even of knowledge that can be useful in the future and not at the moment; characteristic of proactive organisations. Organisations that convert learning into a “journey” for employees. Organisations where employees’ different learning styles are taken into consideration through relevant tools. Organisations where all employees learn easily and with flexibility – inclusive learning.	- Spread of knowledge as a characteristic of proactive organisations. - Conversion of learning into a “journey”. - Inclusive learning that takes into consideration employees’ different learning styles. - Easy and flexible learning.	- Proactive knowledge spread. - Learning as a “journey”. - Inclusive and flexible learning.	Learning methodology: How to implement it
Learning that leads to outcomes; applicable to employees’ different responsibilities and tasks.	- Learning applicable to employees’ different responsibilities, leading to expected outcomes.	- Applicable education.	- Learning methodology: How to implement it
Education that can be applicable.	- Applicable education.	- Applicable education.	- Learning methodology: How to implement it
Education on all levels, which make employees feel that they can be useful and they thus offer more than they even are in position to offer.	- Comprehensive education that contributes to motivating employees who overcome themselves.	- Comprehensive and motivational education.	- Learning methodology: How to implement it
Beyond learning/training needs analysis and evaluation; commitment to new ideas from both the employers and the employees. Not an organisation that only promotes learning but which also learns itself from international changes.	- Learning needs analysis and evaluation that take into consideration new ideas from both employers and employees. - Offer of learning opportunities based on international changes on learning at the workplace.	- Commitment to new ideas of both employers and employees in learning. - Learning promotion based on international changes in learning at the workplace.	- Learning methodology: How to implement it
When adults are able to identify their training needs and lacks, their strengths and weaknesses	- ability to self-evaluate, assess and validates one’s own, strengths and weaknesses	- self-assessment	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
and the means or tools to set up in order to bridge the gaps			
Adult learning shows polyvalence, curiosity, open mindedness and the desire to evolve. it can also show expertise in one specific field	- Adult learning in the workplace can lead to more expertise in a specific domain or more polyvalence	- personal and professional career evolution	- Learning methodology: How to implement it
Learning in the workplace allows you to test what you've learned in real life , different tools and systems exist in France such as POE: occupational preparation to employment / PMSMP: period of immersion in the occupational field	- Occupational situation integration with appropriate tools set up by the ministry of labour	- Occupational status and tools	- Learning methodology: How to implement it
A learning workplace means being trained, accompanied by; it requires exchanges between multiple people to learn from all to allow the transfer of the company's own and necessary knowledge and to cope with changes in your environment	- Workplace training, group of discussion and exchanges, transmission of knowledge, anticipation, innovation, and leads to autonomy	- Framework - Exchange - Knowledge - Adaptation - Autonomy	- Learning methodology: How to implement it
Adult learning in the workplace can be in house training or external or apprenticeship. The goal is to have competent, autonomous and operational staff able to deliver their job on time with high quality and to tackle with difficulties obstacles and stress. it means the ability to anticipate and evaluate the training needs of one's employees	- Inside or outside the company. - theoretical or practical - paid or time invested - tutoring - adaption to the company - evaluation and identification of the training needs	- internal framework to set up adult leaning in the workplace: staff, time, money, tools and methods	- Learning methodology: How to implement it
Skills management, skills development lead to professional evolution and career development and sustainability of the company's job in spite of external difficulties that could come	- willingness to invest on a long term on one's employees and to have them satisfied, happy, motivated, fulfilled - ability to face difficulties with equipped staff	- HR management at the heart of training strategy to maintain and keep staff - sustainability of the company	- Learning methodology: How to implement it
It reinforces skills recognition, validation and employability of the staff. It gives value to adult learning by investing HR, money and time into it.	- skills recognition and validation - employability and competitiveness	- skills recognition	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
At the beginning of working life, everyone has a basic knowledge which doesn't match with the required specific knowledge in the workplace.	- At the beginning there's no specific knowledge. - There's no match between university and working life.	- No specific knowledge.	- Learning methodology: How to implement it
Employees need trainings with structured course materials.	- Focused and structured courses materials.	- Organization of the courses.	- Learning methodology: How to implement it
Valuing learning experience through real self-experiences both personally and professionally.	- Personal and professional experiences as a total learning experience.	- Total learning experience concept.	- Learning methodology: How to implement it - "Learning houses" strategy
Enterprises must implement easier methodologies and make small actions to disseminate the information and the training.	- A correct methodology and small actions are more effective.	- Effective methodology.	- Learning methodology: How to implement it
The need of a real companies' transformation to training and knowledge places.	- Necessity of companies' transformation to "learning houses".	- Companies' transformation.	- "Learning houses" strategy
Acquiring knowledge through informal and non-formal education extra activities that allow to the employees have more experience which not appears in the CV.	- Informal and non-formal education as another way to learn and have more experience.	- Ways to learn.	- Learning methodology: How to implement it

Table 1: Definition of "Learning in Workplace" (Type A)

Regarding the definition of "Learning in the Workplace", participants from all the countries revolve around the implementation of a learning methodology and the need for a "Learning house" strategy for a brand quality.

Employers believe that creating a learning space inside companies requires a solid methodology which includes the entire company structures. This means that the actors can create procedures and training material focused on each target and its characteristics. In this way, leaning methodology should assess enterprises both vertically and horizontally.

In addition, enterprises should complement new technologies and online learning resources with traditional methods and basics tools as "learning by doing" to achieve a complete methodology.

Consequently, companies incorporate the "Learning house" motto which could be a guarantee of innovation and quality. For this propose, it must have a solid strategy which will rely on the fact that learning should be a fulfilling experience.

The Austrian participants' answers should be noted since their facilitators ask them to fill in their definitions in presentation cards. In this way, they reach a "brainstorming" on concepts which let them collect all of them and put them in common groups or codes.

Q2. CAN YOU PROVIDE EXAMPLES OF “LEARNING IN THE WORKPLACE” IN YOUR ORGANISATION? (FORMAL, NON-FORMAL, INFORMAL).

PROCEDURES OR PROGRAMS	SPECIFIC ACTIVITIES	PROVIDERS
Internal program of courses	Power point with activities	Instructor role in each area
Sales academy	Training for clients	Colleagues
LAEK, employers pay organization in cooperation with Adult learning center and organising course to develop employees’ skills	Team meetings	Virtual campus
Trainers of Vocational Training, reward for the employees selected to be certified and facilitate the spread of knowledge in the organization	Workshops	Other associations
Training employees in coaching and promoting coaching form employees to employees	Marketing: social media, newsletter	
Apprenticeship, allowing an adult to go back to an alternate rhythm some weeks at work, some weeks at school for both theoretical an practical learning	Graphic facilitation	
Hybrid training (in-person, blended, e-Learning)	Project management	
Individual training, negotiated separately with each employee	BU courses	
Get a one month training on duties for the new employees in the company by employees that are already working in the company	Design thinking	
	User-centred design	
	Seminars	
	Training	
	Online training	
	Entry training	
	Brainstorming	
	Digital information	
	Learning by doing	
	Sharing experiences	
	Product technical information	
	Information sheets	
	IT-skills	
	Job shadowing	
	Mentoring	
	Individual desk research	
Group work		
Simulation of professional projects		

Labour risk training
FME3: UX/UI-design

In the case of employers, they shared a huge number of specific activities which could have an in-person implementation in their major part but they could have an easy transition to a blended way of learning, since some of them are implemented in this way. Moreover, it could be better if companies take advantage of online tools to boost employees' learning results.

At the same time, companies implement programmes or learning processes focused on a tailored training related to employees' needs and aspirations. Also, their programmes are focused on the exchange of information amongst employees and the improvement of interdepartmental communication, boosting and valuing informal learning.

On the other hand, they also seek to boost employees' initiative to research resources by their own. In this way, employees can suggest what they are most motivated about or think that it's more necessary to them.

For this reason, it's possible to check if employers bet for blended learning programmes which are more adapted to their employees' needs and let them the possibility to exchange their knowledge amongst colleagues to boost synergies and create a positive atmosphere with several outcomes.

Q3. WHY DO YOU THINK THAT “LEARNING IN THE WORKPLACE” IS IMPORTANT FOR YOUR ORGANISATION? WHY DO YOU NEED “LEARNING IN THE WORKPLACE” IN YOUR ORGANISATION?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
To improve the performance of organisations and/or organisations' departments that appears ineffective.	- Improvement of ineffective organisations and organisations' departments.	- Solution to ineffective organisations.	"Learning houses" strategy
As a reward system (especially for younger generations of employees); nowadays' employees recognise that learning means continuous improvement and effectiveness which contributes to safeguarding their position, being well-paid, earn their and their families' living.	- As a reward system for the new generation of employees.	- Reward system. - Learning as a means to safeguard your position and salary.	- "Learning houses" strategy
He has a real feedback from his employees team due to it was trained by him. They learn both workplace and their clients' experience.	- There's real feedback when the instructor role is integrated. - The employees gain news skills through different ways.	- Boosting feed-back	- Motivation, feedback and collaboration
If the CEOs don't believe in training, this is vertically transferred to	- CEOs as a key factor in the learning in workplace process.	- Learning strategy process.	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
the whole company making complicated the training work.	<ul style="list-style-type: none"> - This philosophy should be transferred to the whole company for a successful implementation. - Learning strategy must be part of the strategic general plan. 	- Vertical communication.	
Enterprises must tend the investment of the resources if they want to transform in learning workplaces.	- Learning in work-place must have an important resources investment as a first step.	- Resources investment.	- Learning investment and consequences
Learning plan must affect economically to the companies, thus they will include it in their goals.	- Learning plan must have economic consequences to be relevant.	- Economic consequences.	- Learning investment and consequences
Training courses are important for the networking. The professor is not the only one important due to the rest of assistants could be future clients, collaborators, providers, etc.	- Through training courses, the employees can make new contacts.	- Networking.	- Motivation, feedback and collaboration
VET providers are the main talent source which aim is the employability.	- VET providers look for the employability of the trainees/employees.	- Employability.	- Motivation, feedback and collaboration
The hybridization of the learning is required because the old learning modalities are too tested. The most important is that the employee has an exciting learning experience. Transforming an enterprise in a learning house, this is an indispensable action.	<ul style="list-style-type: none"> - Employees should have an exciting learning experience. - Enterprises should have an innovative learning plan. 	<ul style="list-style-type: none"> - Learning innovation. - Fulfilling experience. 	<ul style="list-style-type: none"> - Learning investment and consequences - Motivation, feedback and collaboration
Then also that you keep up the competition from the company, or from the individual company, or from the project, so that you maintain your market value and your position, not fall behind somehow.	<ul style="list-style-type: none"> - Well trained employees keep the company ahead competition - Increase market position, value of company - trainings help to head up in case of downward trends 	<ul style="list-style-type: none"> - well trained employees are a competitive advantage - training can stop downward trends 	<ul style="list-style-type: none"> - Learning investment and consequences - "Learning houses" strategy
It is very important that people recognize a meaning in their activity by learning, because otherwise they feel superfluous	- People need to see a reason why in their learnings	- People need to understand the purpose of learning	- Motivation, feedback and collaboration
The important thing is to develop our personality through work; as long as you develop yourself you will enjoy your work.	<ul style="list-style-type: none"> - Working environment is impacting personality development - When you develop yourself, you enjoy your work 	- Continuous self-development creates job-satisfaction	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Not every employer is interested in the personal development of his employees, so employees have to create space for personal development.	<ul style="list-style-type: none"> - Not every employer enforces self-development of employees - Employees have to create space for self-development 	- Employers do not necessarily enforce the self-development of the employees	- Motivation, feedback and collaboration
But sometimes companies are afraid when employees continue education and learning; they fear that the payment will have to increase.	- Sometimes companies are afraid of salary increases, when employees continue education	- Fear of salary increase after education	- Learning investment and consequences
But companies who offer just goods or services may have a problem in the market in the long run, because the new currency is confidence and trust; the confidence component has become most important and this needs to be conveyed by employees, who have the knowledge	- Confidence and trust are key in the long run and need to be conveyed by trained employees	- Confidence and trust are key success factors, for this reason employees need training	- Motivation, feedback and collaboration
A staff flow more expert and more polyvalent leads to a company that can navigate in hard waters without drowning. Training to be expert in one specific field or to be more polyvalent, especially in times of pandemics, is key to have a company that can be agile and fit into one's own time instead of having a dinosaur that cannot survive in 2020.	<ul style="list-style-type: none"> - agile, polyvalent and smart company able to fit into one's time - ready to face current challenges and emergencies 	- adaptability, expertise and polyvalence	<ul style="list-style-type: none"> - Motivation, feedback and collaboration - "Learning houses" strategy
Staff who can learn, evolve, move, discuss, debate are usually boosted and motivated because they feel they are taken into consideration and that the hierarchy is respecting them by giving them the possibility evolve and grow and to speak freely about their needs	- it can lead to self-fulfilment of the adults, boost, motivation	<ul style="list-style-type: none"> - self-fulfilment - loyalty 	<ul style="list-style-type: none"> - Motivation, feedback and collaboration - "Learning houses" strategy
Employees get the skills and competences they need for the workplace, Internal training will identify knowledge gaps and update skills	<ul style="list-style-type: none"> - Develop staff motivation (recognition of competence, ability to train) - Strengthen the adequacy of skills to the needs of employees 	<ul style="list-style-type: none"> - Skills, motivation - Adjustment, skills, employees 	- Motivation, feedback and collaboration
Recognition of the expertise of a staff: giving someone the means to evolve and trust him/her in order to develop new competences that	<ul style="list-style-type: none"> - motivation, loyalty, trust - recognition and validation of learning lead to expertise 	<ul style="list-style-type: none"> - motivation - recognition 	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
will be used for the strengthening and development of the company: motivate and build loyalty among the staff			
Learning leads to acquiring new knowledge and skills which in its way can lead in developing new services and products	<ul style="list-style-type: none"> - Learning leads to new skills, - Learning leads to new knowledge - Will be used for new services and products 	- Learning leads to new services and products as employees are more skills	- Learning investment and consequences
The employer will have more informed and updated employees	- Employer with more informed, updated employees	- Learning leads to obtaining more information and update knowledge	- Learning investment and consequences

Table 2: Importance of “Learning in Workplace” (Type A)

Once all facilitators asked about the importance of “Learning in the workplace”, the common results showed that investment, motivation and collaboration let enterprises implement a “Learning house” strategy.

Participants conclude that investment is decisive to create this learning space since it lets a return on investment (ROI) reflected directly on products and services and it improves productivity and competitiveness.

Therefore, employees’ motivation complemented with continuous feedback and collaboration let them generate new experiences and increase their freedom level, so as to propose and spread new tools and methodologies, and feel more useful.

Again, these previous categories are framed within the creation of “Learning house” strategy as a competitive advantage for companies.

Q4. DO YOU SEE THE BENEFIT OF TRANSFORMING YOUR ORGANISATION INTO A LEARNING WORKPLACE? (EMPLOYERS PROFIT FROM PROVIDING OPPORTUNITIES FOR ADULT LEARNING IN THE WORKPLACE, AS WELL AS FROM THE MAIN BENEFITS ACROSS THREE DIMENSIONS: INNOVATION, MOTIVATION IN THE WORKPLACE AND ECONOMIC BENEFITS).

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Corporate social responsibility (CSR) aims to contribute to societal goals of a philanthropic, activist, or charitable nature by engaging in or supporting volunteering or ethically-oriented practices. CSR can contribute to firm profits, particularly if brands voluntarily self-report both the positive and negative outcomes of their endeavours. Companies increase	<ul style="list-style-type: none"> - Corporate social responsibility (CSR) is investing on human capital and ethical modes of operation and usually it leads to profit - CSR is a good way to work on the image and fame of the company and also on its values and how the 	<ul style="list-style-type: none"> - ethics - societal environment - values and transmission of heritage 	<ul style="list-style-type: none"> - "Learning houses" strategy - Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEAN-ING UNITS	CODE	CATEGORY
long-term profits by operating with a CSR perspective	transmission of values operates from up to down approach		
Training (teaching and learning) should be a constant element in the work place. When staff reaches the point in which there is no more to learn, then there is no need to stay. Training its staff allows for a company to buy new markets, develop new tools and to have a staff more and more expert, able and competent. In addition, training (professional training) is a right to which every worker is entitled the right to (in the French system)	- integrate training into daily work practice - have CPD as a key and obliged standard at work because all staff is entitled the right to learn and to teach	- value of CPD at work as an obligation standard	- "Learning houses" strategy
Training is sometimes seen as a waste of time because the gains are not always used immediately but on a long-term internal training is of benefit and the time that seemed to lost is actually well invested and allows for productivity	- Giving more importance to training	- Training	- "Learning houses" strategy
Integrate adult learning in the company's strategy Develop training best practice in the work place for a better integration and team work and cost reduction Staff carries the values of the company and show them outside Meet the needs of the company Give value to the trainer	- training and adult learning are important because of strategy, best practice, team work, cost reduction, values	- value training - value trainees - value trainers	- "Learning houses" strategy
Adult learning lead to codification of what is taught. there has to be written proofs of the training and written memo so it leads to a written knowledge capitalisation	- codification and written outcome	- codification - specific frameworks	- "Learning houses" strategy
These kinds of learning activities improve enterprise's branding. The company is strongly interested in develop the concept "learning house".	- Enterprises can create a "learning house" brand to improve their quality.	- Branding. - Learning houses.	- "Learning houses" strategy
The instructor has real feedback from the employees about their experience and how to improve it for	- Employees' feedback is useful to improve enterprise learning and services.	- Boosting feedback	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
a better implementation in the job place.			
Employees are motivated and believe that learning activities are useful and has updated info.	- Learning activities give motivation and updated info to the employees.	- Employees' motivation.	- Motivation, feedback and collaboration
Enterprises as a "learning houses" allow them to find new market opportunities and boost networking.	- Learning houses are a great opportunity for another way of networking.	- Enterprises synergies.	- "Learning houses" strategy - Motivation, feedback and collaboration
Organisations' development makes employees more satisfied and productive and productivity increases income. When employees start working all together, productivity increases.	- Employees' satisfaction due to learning at the workplace leads to productivity and income increase. - Teamwork increases productivity.	- Productivity and income increase.	- Learning investment and consequences
Motivation increase.	- Higher motivation.	- Higher motivation.	- Motivation, feedback and collaboration
More content employees which make them more innovative at work.	- More content and thus more innovative employees.	- Content and innovation increase.	- "Learning houses" strategy - Learning investment and consequences
High quality of work.	- Higher work quality.	- Higher work quality.	- Learning investment and consequences
Less mistakes on the job.	- On-the-job mistakes decrease.	- Higher work quality.	- Learning investment and consequences
Better, more tailor-made procedures.	- More tailor-made procedures.	- Procedures of higher quality.	- "Learning houses" strategy
Benefits for both employers and employees.	- Benefits for all.	- Beneficial workplace.	- "Learning houses" strategy
It will make the personnel feel more professional.	- Feeling of professionalism among employees.	- Professionalism.	- Motivation, feedback and collaboration
Teamwork building, which brings employees closer to one another and makes them feel better when being at work.	- Teamwork building that makes employees feel better when being at work.	- Teamwork building.	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
More loyal employees, who do not think of leaving their job (especially the “millennials” who seek for constant self-development).	- More loyal employees, less personnel turnover.	- Loyalty in-crease.	- "Learning houses" strategy - Motivation, feedback and collaboration
Benefits are that the fluctuation is lower, and the products and services will be produced in better quality	- Lower fluctuation and better quality of products and services	- Quality increase within the products, lower fluctuation	- Learning investment and consequences
The development of the company is another benefit, the direction is sustainability; Employees will consider this and work on their own development in a sustainable way, this is helping to achieve sustainable goals and to implement sustainability projects	- Beneficial company development by more self-development of employees and achieving sustainable goals and implementing sustainability projects	- Development of the company towards more sustainability within projects, goals and employee self-development	- "Learning houses" strategy - Learning investment and consequences
The interests of employers and employees have to match and ideally a win-win situation is the outcome	- You have a win-win situation when interests of employers and employees are similar	- Interests of employers and employees should be similar	- "Learning houses" strategy - Motivation, feedback and collaboration
For employees it is a motivation to learn when they know that they will get another job quickly in case the company face troubles or in case they may be dismissed	- Positive motivations of employees to strengthen their position in the labour market especially when the company runs into troubles	- Continuous learning is a positive motivation for career path or in case of potential head count reduction	- "Learning houses" strategy
Provision of Learning is a benefit and being in a workplace that can guarantee the employees development it is combined with providing more benefits for the employees which will lead in them having more commitment to their employment. It is important to mention that committed employees show higher productivity and lower the turnover rates of an organisation	- Learning is a benefit. - Providing learning to employees is providing more benefits. - More benefits lead to higher commitment. - Higher commitment leads to more productivity and less turn-over.	- Learning may affect both productivity and attitudes of employees	- Learning investment and consequences

Table 5: Benefits of “Learning in Workplace” (Type A)

In this point, employers’ opinion coincided with the previously presented categories about the benefits of learning in the workplace.

To start with investment, participants believe that learnings’ gain increase productivity and quality while employees incorporate new know-how and innovative tools which turn positively on the investment.

Regarding employees' motivation, they think that "Learning in the workplace" increases internal feedback which allows a continuous learning amongst employees and employers. Accordingly, employees could generate networking opportunities that let them learn new methods and improve their own ones.

Finally, enterprises' strategy implementation is crucial to develop companies in terms of sustainability within projects, goals and employee self-development.

Q5. CAN YOU PROVIDE EXAMPLES OF BENEFITS WHICH "LEARNING IN THE WORKPLACE" HAS BROUGHT TO YOUR ORGANISATION?

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK AND COLLABORATION	"LEARN HOUSES" STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING HANDICAPS
preservation of knowledge	contributes to reduced personnel turnover and employees' loyalty	certification of internal trainers	development	/
knowledge and know how gain	programme on employees' wellness	going along with change successfully	competitiveness	
	Soft skills development	better image and fame	lasting customer relationships	
	Updated employees		long-term survival of the company	
	Motivation of employees		more productivity	
	With online courses: to bring each employees of different places closer		more attractive offering	
	Competitiveness		fast and accurate response	
	Productivity		new ideas	
	Specialized employees		sustainability	

To be a reference in the labour market	competitiveness gain
Synergy amongst employees	ability to tackle new challenges and to answer emergencies and priorities that may be unforeseen
Real feedback	
Fast adaptability of employees	
appreciation of employees	
satisfaction, because you're able to help others	
more confidence	
good climate between employees	
participation in the various seminars brought a freshness on the employees and grow the commitment to the company	

Q6. CAN YOU PROVIDE EXAMPLES OF DAMAGES WHICH “NON-LEARNING IN THE WORKPLACE” HAS BROUGHT TO YOUR ORGANISATION?

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK AND COLLABORATION	“LEARN HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING HANDICAPS
relearning existing knowledge	Reluctance of employees to work.	risk of loosing employees	Mistakes at work, wrong actions/decisions.	Missing market opportunities

knowledge is lost	Antagonism between employees.	faulty project development	Less innovation capacity
inefficient training	Lack of communication	more unattractive offering	Loss of regular and new clients
	Less employees' confidence	bad fame and image, loss of the values of the company	stagnation
	bad atmosphere		missing changing customer needs
	employees don't feel appreciated		technical development not up to date
	loss of confidence and trust		less productiveness
	absenteeism		

Q7. WHAT MAKES IT DIFFICULT FOR YOU TO TRANSFORM YOUR ORGANISATION INTO A LEARNING WORKPLACE? WHAT ARE THE BARRIERS?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employees who do not believe in education, who do not enjoy learning.	- Employees who do not believe in learning and do not enjoy it.	- Lack of belief in learning and willingness to learn.	- Learning handicaps
Different organisations and/or departments of organisations have different educational needs, i.e., there is a necessity for different learning approaches. The type of organisation defines the kind of necessary education and relevant approach.	- There is a necessity for different learning approaches due to different organisations and departments' needs.	- Different learning approaches	- Learning methodology: How to implement it
Some organisations do not have the capacity to turn into learning workplaces.	- Lack of capacity for being transformed into a learning workplace.	- Lack of capacity.	- Learning handicaps
Employers who do not believe in their employees' competences and their development; who consider that the problem is that their	- Employers who do not believe in their employees' competences and development.	- Lack of belief in employees' competences.	- Learning handicaps

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
employees are lazy and they should recruit new.			
Resistance to change, especially by older employees who have adopted specific habits at work and do not want to change them. Seeing their job as a repetitive routine.	<ul style="list-style-type: none"> - Resistance to change consolidated habits at work. - Job as a repetitive routine. 	<ul style="list-style-type: none"> - Resistance to change your work routine. 	<ul style="list-style-type: none"> - Learning handicaps
Reluctance of employees to learn because of protracted stay at the same condition, under the same circumstances; to move out of their comfort zone, despite employer's eagerness to invest on their learning.	<ul style="list-style-type: none"> - Reluctance of employees to move out of their comfort zone and learn despite employer's eagerness. 	<ul style="list-style-type: none"> - Employees' reluctance to move out of their comfort zone regarding learning. 	<ul style="list-style-type: none"> - Learning handicaps
Timing: under difficult circumstances such as the current Covid-19 pandemic, employers would be unwilling to invest on personnel's training.	<ul style="list-style-type: none"> - Bad timing which leads to employers' 	<ul style="list-style-type: none"> - Bad timing and unwillingness increase 	<ul style="list-style-type: none"> - Learning methodology: How to implement it
The majority of employers are not willing to invest on creating training departments in their organisations; they consider this an unnecessary cost. Cost is a hindrance to transforming organisations into learning workplaces.	<ul style="list-style-type: none"> - Mentality that developing training departments is an unnecessary cost. 	<ul style="list-style-type: none"> - Cost of developing training departments. 	<ul style="list-style-type: none"> - Learning investment and consequences
The time barrier since the enterprise has the hard task of combine the learning with the regular activity or possible emergencies. Sometimes there are schedule learning activities which are affected for emergencies.	<ul style="list-style-type: none"> - Time barrier is the most important one due to the learning department must consider the work fluctuations. 	<ul style="list-style-type: none"> - Schedule learning plan. 	<ul style="list-style-type: none"> - Learning handicaps
Time barrier is related with the organization and design of learning plans barrier since there are a lot SMEs who don't have the enough resources.	<ul style="list-style-type: none"> - Some SMEs don't have enough resources to organise and design learning plans. 	<ul style="list-style-type: none"> - Organization and design barrier - Organization resources. 	<ul style="list-style-type: none"> - Learning methodology: How to implement it
There's a budget/investment barrier, although it is not important because there are a lot of grants or subsidies despite bureaucracy.	<ul style="list-style-type: none"> - The budget/investment barrier is the less important one. - SMEs have the opportunity to apply for grants or subsidies. 	<ul style="list-style-type: none"> - Grants or subsidies. 	<ul style="list-style-type: none"> - Learning investment and consequences
Money, money, money, who should pay for this?	<ul style="list-style-type: none"> - Financial resources are the key drivers 	<ul style="list-style-type: none"> - Enough budget 	<ul style="list-style-type: none"> - Learning investment and consequences

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
During the first Corona peak 1 million employees were sent on short time work, unfortunately this was never combined with the request to education; It could have been implemented very easily, eg that employees have to read three books about a business related topic, that would have been an innovative approach!	- Short time work during the first corona crises should have been used for mandatory learning eg like reading 3 books	- Short time work should be linked to obligatory adult (self) education programs	- Learning methodology: How to implement it
A small company (business man) recommended to the employee in short-time work to educate himself and to decide on the issue, whether books or seminars it was left to the employee: he/she billed then to many hours and the employer was forced to take him from the short-time work because he could no longer afford it, the employee had billed too many hours and worked too little	- In case learning hours are added to short time work, majority of hours have to be spent on work. Otherwise, the government will not take over funding	- Allocation of hours towards education needs to be clearly addressed and fixed before educations starts	- Learning methodology: How to implement it
Many companies are interested but deny it because of short term profit considerations; Managers have often employment contracts for 3-4 years, so they are not interested in long term development, we all don't know what will happen in 3 years	- Companies are often interested in learning activities, but the management contracts are terminated by 3-4 years and then the most important goal is profit	- Managers with short term contracts are not interested in long term educational programs for their employees	- Learning handicaps
It is also possible that the fluctuation is higher because some of the employees may get very good offers from the competition later on	- Trained employees may receive good job offers from competition	- Higher fluctuation of well-trained employees	- Learning handicaps
The war of talents is a problem, because when an employee is well trained by the company, he/she may be receiving an attractive offer from another company	- War of talents will create attractive job offers from other companies for the well-trained employee	- Better education risks headhunting	- Learning handicaps
Sometimes excellent qualified people may be "bad" teachers and cannot ensure the knowledge transformation process	- Job experts are not automatically good teachers	- Job experts may not be capable enough to manage the knowledge transfer	- Learning handicaps
There is a lack of time, of means (tools and procedures), of human resources and of money. Adult learning is always less a priority than some other topics: there is a constant in France that CPD comes	- lack of time, of means (tools and procedures), of human resources and of money - adult learning is never a top3 priorities when	- lack - a non-priority topic	- Learning handicaps

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
when the workflow is stable, there is no problem nor emergency and there is a small window of time dedicated to it. That is not so often.	there are emergencies and problems to tackle		
Resistance to change is a natural reaction when employees are asked to change. Change is uncomfortable and requires new ways of thinking and doing. People have trouble developing a vision of what life will look like on the other side of a change. So, they tend to cling to the known rather than embrace the unknown. Employees don't fear change, though, they fear the unknown. They fear being changed.	- fear of changes and the unknown from both employer and employee	- fight resistance to change	- Learning handicaps
Sustained activity does not always allow employees to pass on knowledge due to lack of time and lack of staff. Being a trainer is not improvised in the terms of skills and know-how. Being a trainer is a real job and an employer should also identify the potential trainers' profile and train them to be trainers	- Lack of time - lack of staff - lack of skills - train the trainers	- Time - staff - skills - train the trainers	- Learning methodology: How to implement it
"Do we have the internal capacity to set up an adult training plan, catalogue and a clear and comprehensive strategy?" Employers need support, methods, tools to set up an internal pedagogical framework	- capacity to set a comprehensive training plan and pedagogical - tools	- know how - defining a training strategy	- Learning methodology: How to implement it
Moreover, there's a learning implementation barrier, both online training and in-person training due to they have different networking capacities. It's a methodology point. If an enterprise would like to implement online learning, it must work it previously with the employees in order to develop these qualitative skills.	- Online and in-person trainings have different networking capacities. - Implementing the online learning, the enterprise must develop the employees' qualitative skills related with this way of learning.	- Implementation barrier. - Online qualitative skills.	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
There are free online courses which are really useful for SMEs though some of these needs' contents improvement.	- Online courses could help SMEs in their learning plans.	- Well-implemented online courses.	- Learning methodology: How to implement it
Teleworking is the new reality and online learning will be boost. But transfers the "in-person methodology" to the online one is a mistake. The employee could understand it as a non-relevant way. The enterprises must create a digital learning plan with the maximum resources.	- Enterprises must set their learning methodology since teleworking is the new reality. - If there's no clear digital learning plan the employee could lose the motivation.	- Online adaptability. - Online methodology.	- Learning methodology: How to implement it

Table 6: Barriers to "Learning in Workplace" (Type A)

In connection with the aforementioned barriers, employers believe that a correct and efficient methodology and how implement it, investment on learning and other external handicaps are the core barriers they can find.

The main barrier that they identify so as to implement a learning methodology is the workload fluctuation from which they suffer daily, something that makes difficult the time control and the planning of activities for a correct resources' approach for their organizations.

On the other hand, to a lesser extent, employers said that investment barriers is still a challenge as far as to allocating correct resources to learning is concerned, since it affects directly their human capital and most of SMEs can't offer learning opportunities without some financial help. In this way, they think that it could be better if there is more discussion on finding public learning resources.

Lastly, there are external handicaps which affect the learning methodology implementation such as the resistance to change both for employees and for employers and the capability level for managing knowledge transfer.

Q8. WHAT WOULD BE ADDITIONAL MOTIVATION FOR TRANSFORMING YOUR ORGANISATION INTO A LEARNING WORKPLACE?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employees' development through learning at workplace improves employers' professional profile too (motivation for employers).	- Improvement of employers' professional profile through development of their employees.	- Improvement of employers' professional profile.	- Motivation, feedback and collaboration
Employees feel that they work at a safe workplace; a place that provides them will all necessary knowledge and information through training for doing successfully their job (motivation for employees).	- Sense of safety and of provision of all necessary knowledge for doing successfully their job.	- Sense of safety and provision of all necessary knowledge.	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Enterprises have a lot of public bodies' audits related with the grants or subsidies which represents a serious problem. As a part of the process, they have to prepare a huge number of reports and sometimes they are punished due to a small mistake.	- Public bodies' audits are a serious problem for the enterprises. - Enterprises have to prepare a lot of hard reports.	- Bureaucracy efforts. - Time barrier	- Learning investment and consequences
If there would be official funding by the government, however this would look like	- Any kind of state funding would encourage	- Government funds are necessary	- Learning investment and consequences
A tax relief would be very beneficial	- Company tax reduction for using educational programs	- Tax reduction for education	- Learning investment and consequences
Non-profit companies should receive a bonus as well	- Non-profit companies should be subsidised as well	- Financial bonus for profit and non-profit companies	- Learning investment and consequences
When the government would pay the salary, that would be a help: eg when the employee is sick, the salary is payed by the governmental health insurance, in case of trainings or workshops the government should also cover the salary costs	- Like with sickness leaves, educational leaves should be funded by government	- Government to take over salary costs during adult training periods	- Learning investment and consequences
A certain number of educational trainings as part of the career path	- Mandatory educational training as part of career path	- Staff is forced to education in order to reach the next career level	- Motivation, feedback and collaboration
Company level: Meet challenges Be competitive Be visible on the market Attract new clients Develop new business Resist to unforeseen and crisis Keep the values and make them known, going more into CSR Develop adaptability and develop appropriate responses	- to ensure the company growth and development of activity - to keep knowledge and knowhow inside the company and to stay competitive	- company profit and growth - competitiveness	- Learning investment and consequences
Staff level: To build up loyalty, to have staff coming to work because of motivation and passion, to offer more than a job, more than a salary, to offer values, development and evolution	- to anticipate staff turnover and unforeseen things - to allow for staff performance, to support and encourage ambition and to allow for career evolution	- loyalty - personal growth and ambition	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Sometimes skills rarity leads to train not expert people to take on some missions because the profile wanted is nowhere to be found on the market. importance to have an external network follow up staff ageing and staff competences in order to ensure that the company has all the skills in the panel of staff available in order to allow a better anticipation and preparation to face uncertainties and difficulties	- the importance to make sure that the company has all the skill sets inside - to avoid losing a skills' set when a staff is leaving: sharing and polyvalence	- rarity of competences - anticipation - continuity - evolution	- Motivation, feedback and collaboration
Competitiveness for the company	- Competitiveness for the company	- Competitiveness for the company	- Learning investment and consequences

Table 7: Additional motivation to “Learning in Workplace” (Type A)

Regarding this point, employers mentioned investment on learning and motivation as additional motivations.

The investment could boost the learning plans’ implementation if enterprises get some help from the authorities through financial bonus or tax reductions. In addition, they also explained that governments should take over the salary costs during training periods.

Secondly, gaining knowhow and values through employees’ personal development means that they could create a specific professional profile, which they consider as self-empowerment.

Q9. WHAT WOULD YOU EXPECT FROM STAKEHOLDERS (MINISTRIES, EMPLOYERS, PUBLIC EMPLOYMENT SERVICES (PES), TRADE UNIONS, AND TRAINING PROVIDERS) FOR TRANSFORMING YOUR ORGANISATION INTO LEARNING WORKPLACE?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employers will be willing to invest time and money for certifying their organisations as	- Employers need to be provided with good practices and proofs that	- Necessity for good practices and proofs’ provision.	- Learning methodology: How to implement it
There’s no correct public-private communication or synergies due to the bureaucracy and miscommunication.	- Public entities don’t allow creating others opportunities.	- Public-private synergies.	- Learning investment and consequences
The CPD reform in France has started in 2019 and the procedure has been very blurred for a long time. There is a plurality of actors / stakeholders that have a say in this reform and its procedure and it	- the financial envelope does not allow to answer all the staff learning needs - administrative procedure time consuming	- clearer information and procedure - more budget - more competent staff	- Learning investment and consequences

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
<p>makes it difficult to follow and understand for both an employer and an employee.</p> <p>The annual budget for learning in the workplace / CPD is not growing; the administrative procedure is long and time consuming and often for the SMEs and Micro E, there is no competent staff dedicated to these specific missions inside the company. In addition, the contact between companies and the bodies responsible for Adult learning funding and the trainings centers able to deliver this kind of trainings is weak and not regular.</p>	<ul style="list-style-type: none"> - lack of competent staff able to deal with that inside the companies - irregular contact between: companies, training centers, and training bodies responsible for funds 	<ul style="list-style-type: none"> - more communication 	
<p>Companies often lack tools to evaluate the staff training needs and then to evaluate the staff learning results after a training. the question of the validation, recognition and certification is not always a discussion topic</p>	<ul style="list-style-type: none"> - tools to identify and evaluate training needs and learning objectives/ results - certification is a current challenge 	<ul style="list-style-type: none"> - tools to evaluate - certification procedure 	<ul style="list-style-type: none"> - Learning methodology: How to implement it
<p>To lighten the cost of adult training; or to give a financial support to companies that develop and support adult training (internal and external). To set up a training request to a training certified body is heavy and long procedure, often to obtain less than 40% of the financial costs of the training. the co-funded is too small</p>	<ul style="list-style-type: none"> - financial support - administrative simplification 	<ul style="list-style-type: none"> - finances - admin 	<ul style="list-style-type: none"> - Learning investment and consequences
<p>Teaching another person requires skills to value and time to find. Training takes place at the detriment of production. The need to have a proper skills development guide and methodology to follow and carry out regular staff interviews and evaluation</p>	<ul style="list-style-type: none"> - Dedicated staff with time - financial compensation - device and tools 	<ul style="list-style-type: none"> - Remuneration - interviews and - evaluation tools 	<ul style="list-style-type: none"> - Learning methodology: How to implement it - Learning investment and consequences
<p>They should really look after the needs of a company and should take responsibility in this question; this would help to create a customized support for companies</p>	<ul style="list-style-type: none"> - Customized support for different branches and organization types 	<ul style="list-style-type: none"> - Customized programs for different industries and different types of organizations 	<ul style="list-style-type: none"> - Learning methodology: How to implement it
<p>It would be good if there is a label or something like that to show that a company is a "learning promoting</p>	<ul style="list-style-type: none"> - Official quality certificate f.i. "Learning Promoting Company" would 	<ul style="list-style-type: none"> - Official certificate "Learning 	<ul style="list-style-type: none"> - Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
company”, that would really help a lot and bring appreciation from the free market	be an asset and help to differentiate on the market	Promoting Company” would help	

Table 8: Stakeholders Support (Type A)

Regarding stakeholders’ support, the majority of employers agreed that enterprises need more support for methodology implementation and an increase on their economic resources for investing on learning.

Participants think that the provision of good practices and clearer information and procedures are the basic tools for a correct elaboration of an appropriate learning plan with their own methodology.

They also believe that a specific certificate for enterprises’ adaptation to “Learning houses” could help them to find information from reliable sources.

On the other hand, they think that improvement synergies amongst public and private organisations could help them obtain information and opportunities like funds.

Q10. WHAT TYPE OF CHANGES AND LEARNING ACTIVITIES ARE YOU WILLING TO INSTALL IN YOUR ORGANISATION IN ORDER TO TRANSFORM IT INTO LEARNING ORGANISATION?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Personnel may need development of skills such as stress management and resilience. Learning, thus, should not focus only on how to do their job properly but also on their soft skills. Balance between work and personal life. Sometimes anxiety and stress are not caused by employees themselves but are the result of internal work factors, like hierarchy issues, managers’ inefficiency etc. that may psychologically burden employees.	- Development of soft skills such as stress management and resilience along with the development of on-the-job skills. - Ensuring a balanced work and personal life. - Confrontation of the psychological burden transferred to employees by internal work factors that they are not responsible for.	- Soft skills development along with on-the-job-skills.	-Motivation, feedback and collaboration
Enhancement of employees’ resilience; psychological preparation of employees.	- Enhancement of employees’ resilience and psychology in general.	- Resilience enhancement.	- Learning methodology: How to implement it
Employers should find key employees from within the organisation to man the training department of the organisation or undertake the task of implementing a training programme probably along with a consultant.	- Manning of the training department with key employees from the existing personnel. - Implementation of training under consultation by an expert.	- Training by key existing employees or through contribution by an expert.	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The HR department of the organisation along with the development department and probably the IT department should undertake the task.	- Collaboration of HR, development and IT department	- Interdepartmental collaboration.	- Motivation, feedback and collaboration
It needs very good top-down communication; the managing staff to “communicate” effectively their training strategy to their subordinates.	- Very good “communication” of the training strategy from the managing staff to their subordinates.	- Top-down “communication” of the training	- Motivation, feedback and collaboration
Make use of existing HR personnel. In the case of small organisations or organisations’ branches though, they may find it difficult to proceed with the opening of HR departments, especially because of the small number of employees or their field of work (e.g., investment companies); in their case, training will need to be provided to all by all.	- Use of existing HR departments and personnel. - In cases of small organisations or branches where no HR departments exist, training of existing personnel to train the others.	- HR departments use or training and use of existing personnel.	- Learning methodology: How to implement it
Incorporate virtual reality headsets to combine updated learning materials and “learning by doing” like in a real case.	- Virtual reality headsets as a real opportunity to update employees.	- IT opportunities.	- Learning methodology: How to implement it
Online courses to introduce the new reality of teleworking amongst the employees.	- Enterprises boost online courses for this new reality.	- Online learning opportunities.	- Learning methodology: How to implement it
We would have to know and check all kind of activities, which are installed right now	- Before starting we need an overview of existing programs	- Overview of existing programs	- Learning methodology: How to implement it
Within knowledge management, a company could start to promote this project because employees have a lot of knowledge and that is often not known at all	- Knowledge management project should be used to collect company knowledge	- A knowledge management project	- Learning methodology: How to implement it
But informal knowledge is very difficult to exchange; In former times we were smoking and this smoking breaks brought together different people from different departments, white-collar and blue-collar worker, they exchanged verbally; This smoking breaks were stopped and the informal exchange stopped as well, because no one would write an official e-mail on the topic,	- Informal knowledge is very difficult to exchange, in former time there were the smoking breaks which was very helpful	- Exchange of informal knowledge is very difficult to organize	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
so informal knowledge is very difficult to exchange			
A moderate working atmosphere is necessary without pressure, so that the employees may spend a few hours a week doing something else, without the supervisor	- Moderate working atmosphere is key, leaving some free hours for the employees	- Moderate working atmosphere, free hours for employees	- Motivation, feedback and collaboration
A climate for exchange and permission is very important	- A working atmosphere of exchange and permission is key	- Working atmosphere allowing exchange	- Motivation, feedback and collaboration
Internal training and internal CPD delivery by peers in order to value the staff, to value the internal richness, strengths and complementarity	- peer to peer learning and teaching - peer to peer assessment	-peer to peer learning and teaching - peer to peer assessment	- Learning methodology: How to implement it
Specific tools developed by the French government for the companies such as (POE: occupational preparation to employment / PMSMP: period of immersion in the occupational field)	- tools for professional integration and mentoring / peer to peer	- peer to peer and facilitation of professional integration into a specific job	- Learning methodology: How to implement it
A training for trainers And a training to form a couple of key staff able to set up the company plan and strategy for adult learning (tools, guide, methods, communication, evaluation of the needs, regular staff interviews etc.) in order to realise also how much administrative work this can generate in terms of reporting to funders, capitalisation and memo notes for the company	- training of trainers - training of key staff to develop a company's training process	- framework	- Learning methodology: How to implement it

Table 9: Changes and Learning Activities (Type A)

The majority of employers pointed to the changes and learning activities with which enterprises should begin is a correct methodology and employees' soft skills development and motivation that allow creating a balance between work and personal life. Therefore, they could create a friendly workplace atmosphere.

Employers focused part of the discussion on how to develop their strategies to implement tools or learning plans, such as identifying key employees to deal with some training tasks, combine main related departments such as HR, Innovation or IT, or strengthening informal knowledge through information exchange amongst employees. Also, employees should be provided with tools that let them improve their soft skills and help them to better collaborate, both internally and externally or by exchanging knowledge. Thus, the implementation of modern learning approaches (such as the use of virtual reality headsets or the implementation of online courses) could combine theoretical and practical learning resources.

Then, this is complemented by the implementation of a right methodology. Enterprises need a learning strategy which involves the entire company for achieving a comprehensive learning environment. That is why enterprises should involve all the actors, recollect information and check their already implemented plans.

Q11. WHAT DO YOU FEEL ABOUT THE ACTIVITIES THAT WE HAVE SUGGESTED? WHICH ONES ARE THE GAPS IN THE ACTIVITIES? WHAT ELSE WOULD YOU LIKE TO ADD TO THESE ACTIVITIES?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The most important thing for activities is to be designed with vision.	- Activities designed with vision.	- Activities with vision.	- "Learning houses" strategy
Improve enterprises' collaboration to create synergies and create strong alliance in front of public institutions. Furthermore, create better synergies with these public entities.	- Create strong enterprises' collaboration to create new opportunities.	- Enterprises' synergies. - Common projects.	- "Learning houses" strategy
Boost learning in workplace means branding.	- Improve the enterprises resources for learning could help them to improve their brand quality.	- Branding. - Learning houses.	- "Learning houses" strategy

Table 10: Learn Suggested Activities (Type A)

"Learning house" strategy is the main suggestion amongst employers. So they are focused on the vision value and learning strategy elaboration that could help to a quality brand position. At the same time, they think that it could help to establish synergies with other enterprises and create accessible implementation methods.

It is interesting to emphasize on the way that the Austrian facilitators got the participants' information since they made a preferences' ranking amongst suggested activities, reaching up to 10 different activities.

Q9. LET'S GO BACK AND LOOK AT WHAT CAME UP AND MAKE ADDITIONS

N/A

Q10. IS THERE ANYTHING YOU WOULD LIKE TO ADD?

N/A

FOCUS GROUP TYPE B: EMPLOYEES

Q1: WHAT COMES TO YOUR MIND WHEN YOU HEAR “ADULT LEARNING IN THE WORKPLACE”

Please use the following table and merge cells as needed

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Everything that someone may learn at the workplace in order to help them do their job better and progress further.	<ul style="list-style-type: none"> - Employees Learn new things for their job - to use it to progress in the same job 	<ul style="list-style-type: none"> - Learn new skills for the Job 	<ul style="list-style-type: none"> - "Learning houses" strategy
Organizations which are organizing seminars that help us to learn more on the job as well as skills for safety in the workplace, first aid, etc.	<ul style="list-style-type: none"> - Organizations offer seminars - develop job related competences, develop horizontal competences 	<ul style="list-style-type: none"> - Structured learning for new skills on the job - Structured learning for horizontal competences 	<ul style="list-style-type: none"> - "Learning houses" strategy
The knowledge that is transferred among employees and help to do the work better.	<ul style="list-style-type: none"> - Knowledge transfer among employees 	<ul style="list-style-type: none"> - Tacit knowledge 	<ul style="list-style-type: none"> - "Learning houses" strategy
The skills that employees may transfer to each other. With employees we mean those of all levels, entry level, middle managers, managers, directors etc.	<ul style="list-style-type: none"> - Skills transfer among employees 	<ul style="list-style-type: none"> - New Skills via transfer 	<ul style="list-style-type: none"> - Motivation, feedback and collaboration
The training that someone receives when they start their job in order to be able to do it and get to know the organization culture as well.	<ul style="list-style-type: none"> - Entry training - Developing skills - Getting acquainted with Organisational Culture (OC) 	<ul style="list-style-type: none"> - Training for new skills - Learning OC 	<ul style="list-style-type: none"> - "Learning houses" strategy
<p>A learning organisation goes beyond just “learning at workplace” which refers more to training while at work; it is about continuous expansion of the organisation’s “book of knowledge” and pool of learning ideas both internally and externally as well as about spread of knowledge to all employees without discriminations based on their work position.</p> <p>It goes beyond lifelong learning to Search of new ideas both from the part of employees and from that of external stakeholders.</p> <p>It goes through all levels of an organisation and it involves all employees. the spread of knowledge and continuous</p>	<ul style="list-style-type: none"> - Inclusive continuous expansion of the organisation’s “book of knowledge” and pool of learning ideas from both internally and externally. - Beyond lifelong learning to the continuous search for new ideas by both employees and employers. - Through all levels of an organisation, involving all employees. 	<ul style="list-style-type: none"> - Inclusive continuous search for new learning ideas from both internally and externally 	<ul style="list-style-type: none"> - Learning methodology: How to implement it.

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Both the organisations spread knowledge to employees and employees spread knowledge among them; the latter don't learn only from outside the organisation but also from inside, especially from those who are more experienced. So, it is both about knowledge spread and about gaining new knowledge through training programmes and other forms of training.	-Top-down and among employees', internally and externally, formal and of other forms spread of knowledge and gaining of new knowledge.	- Interactive, internally or externally, formal or other forms knowledge spread.	- Learning methodology: How to implement it.
One group at a work setting which learns from within or from an external trainer and which is more or less interactive; where learners work all together.	- Learning from within or from external trainers. - Interactive process. - Learners work all together.	- Interactive internally or externally led learning pro-	- Learning methodology: How to implement it
It does not refer to only one department but it transverses the whole organisation and it considers all.	- A process that transverses the whole organisation and refers to all staff.	- An inclusive process.	- Learning methodology: How to implement it
A series of scheduled/planned and often funded training offered by the organisation to its employees; it is led by the organisation which takes decisions on this. It may refer to informal learning too but it mainly brings in mind training on practical skills on employees' specialisation to gain expertise in what they are occupied with at work. So, it is a win-win situation.	- Planned and often funded training led by organisations. - Mainly formal learning on practical skills and secondarily informal learning. - A win-win situation.	- Planned and funded training mainly in formal form, on practical skills.	- Learning methodology: How to implement it
At the beginning nobody has the correct knowledge. The theoretical knowledge and the reality don't match. Thereby employees get their experience through "learning by doing".	- Theoretical knowledge and reality don't match and employees' learn through "learning by doing"	- Ways of learning.	- Learning methodology: How to implement it
In some SMEs the learning process is by employees' own ways and following direct injunctions of the boss.	- Some SMEs don't have learning plan and employees' don't have the chance to have a "learning period"	- Enterprises' transformation.	- Learning methodology: How to implement it - "Learning houses" strategy
Employees get some know-how through colleagues and job shadowing.	- Colleagues are the main source of knowledge.	- No specific knowledge.	- Motivation, feedback and collaboration
Employees should research about courses and information by themselves and even this there's some	- Employees' should invest a lot of time to research some courses	- Ways of learning.	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
times that this knowledge still doesn't match with the reality.	opportunities or new information if they want to update themselves.		
Learning process should be continuous and become better during professional lifelong.	- The knowledge increase during the professional lifelong.	- Ways of learning.	- Motivation, feedback and collaboration
Informal education is the most useful one through "learning by doing" because allow to employees learn from their colleagues.	- "Learning by doing" is the most useful way to learn and easier way to adaptability.	- No specific knowledge	- Learning methodology: How to implement it
It means Learning by doing, learning individually, learning informally, non-formally and formally. Self-learning and the ability to get along through a process (or specific tasks) by oneself along with the ability to ask for support and to identify the right person to ask for it se	- learning by doing - ability to ask for support - ability to identify the right person for support - ability to identify one's own strengths and weaknesses	- experiential learning	- Motivation, feedback and collaboration - Learning methodology: How to implement it
A basic set of skills delivered or passed on by the employer when someone accepts a job, then it is up to the employee to improve his or her knowledge, attitudes and knowhow by the research of material supporting the development of learning and training skills.	- the company gives a general set of skills the first day, then the employee has to take his/her learning path in hand and develops it	- an active participation from the employee in order to identify and develop the learning path to follow the obligation for the employer to give a basic new comer skill set	-Motivation, feedback and collaboration
The adult learning in the workplace should starts since the first day at work and be never ending as the process of learning is a matter of daily practice. Adult learning in the workplace for an employee goes usually though a good integration into the team, some work in pair, tutoring / mentoring and a good peer to peer approach and attitude. all that allows for a career evolution on the long term	- adult learning is a continuous process (CPD) it can happens in different formats, different moments, different methods	- integration into a team - career evolution - peer to peer willingness to learn	- Motivation, feedback and collaboration - Learning methodology: How to implement it
Learning in the workplace allows you to test what you've learned in real life, to be in line with the company's expectations. It requires appropriate support	- Occupational situation - apprenticeship - integration path	- Occupational status framework: tools and guide	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Specific tools to implement such as AFSET (an action of training in a professional situation) it is under the law of September 5 th 2018 about the freedom to choose one's own professional future. AFSET is a pedagogic path allowing to better build one's own professional goals by testing a job in total immersion in a company.	- immersion, integration - requires time - legal framework	- Occupational status - framework: tools and guide	- Learning methodology: How to implement it
Developing new skills, allowing the staff to grow and go from point A to B or even further to perform (self-perform and perform for the company to stay highly competitive)	- skills to get in order to perform and stay competitive	-increase in skills - self performance - business performance	- "Learning houses" strategy
The duty / obligation of a company to train its staff and to transmit its values, knowledge and knowhow for the staff to be involved, well, equipped and able to perform. It allows for the staff to be fully aware and conscious of the choices and possibilities for career evolution, career assessment and evaluation, career changes; and for the company to have long term involvement and motivation from the staff that is able and equipped to do tasks, and able to change the tasks, being polyvalent in difficult period such as a pandemic.	- Duty of a company to form and train the staff. Adult learning allows the staff to be conscious of possibilities for career evolution; and the company to have polyvalent and performing staff involved in their missions	- adult learning is a duty / obligation from the employer	- "Learning houses" strategy

Table 13: Definition of "Learning in Workplace" (Type B)

In general, employees agree that the definition of "learning in the workplace" is based on methodology, direct resources investment, motivation and collaboration and the total strategy.

Participants think that an efficient methodology should require all company's actors to know the correct content's characteristics and resources. That is why enterprises should incorporate all kinds of targeted learning methodologies and the employees' availability.

Thus, soft skills' development is related with motivation increase, cohesion, team fulfilment and the creation of an active community.

The element of investment on learning is crucial for the realisation of big changes into a company's development, which are based on digitalization and innovation processes. This path of change defines a strategy for companies, where their employees' knowhow is one of their biggest assets. Thus, it makes sense to make the employees part of the company's values and increase the desire for improvement within the company.

Lastly, highlighting the Austrian facilitators’ method, they got the codes and categories as a funnel process through a cloud of concepts.

Q2. CAN YOU PROVIDE EXAMPLES OF “LEARNING IN THE WORKPLACE” IN YOUR ORGANISATION? (FORMAL, NON-FORMAL, INFORMAL)

PROCEDURES OR PROGRAMS	SPECIFIC ACTIVITIES	PROVIDERS
“Learning and Development”: goal/plan’ setting by employees for the coming year on formal, non-formal or informal learning.	Masters	Community college
Soft skills development	Degrees	Technical schools
Elaboration of a personal learning plan for the year ahead related with his/her qualification	Project manager	Online universities
Regular e-learning modules available for each staff	Process manager	Web mentors
“Performance Appraiser”, motivation for employees to seek for training	Exchange of information	YouTube
	Test	Mentor sponsorship
	Lectures	Colleagues
	Team tests	Online training
	Exchange of information with colleagues	
	Internal protocol	
	Guide	
	Memo in sheet	
	“in house” training	
	Simulation and immersion	
	Question oneself	
	Work in pair	
	Peer to peer teaching and learning	
	Self-assessment	
	Brainstorming	
	Round tables	
	Job shadowing	
	Coaching	
	Conferences	
	Teambuilding	
Data-analysis		
Change management		
Leadership		
Languages online courses		
Problem solving		
Mentoring		
Learning by doing		

Employees’ common answers are focused on specific activities which are implemented in-person but they could change easily into a mixed implementation according to the available tools and thus get a hybrid learning model.

Participants also focus on activities which let them develop their soft skills, management and problem-solving practical learning, highlighting the value for employees to learn from their colleagues and job shadowing.

For this reason, employees emphasize in learning processes or programmes in all kinds of learning ways, where there is more focus on their needs and boost for their motivation.

Therefore, employees’ preferences are more related with learning activities that improve their soft skills and management tasks tools or know-how. Thus, employees increase their motivation and build a collaborative atmosphere based on knowledge feedback.

Q3. WHY DO YOU THINK THAT “LEARNING IN THE WORKPLACE” IS IMPORTANT FOR YOU AND YOUR ORGANISATION? WHY DO YOU NEED “LEARNING IN THE WORKPLACE” IN YOUR ORGANISATION?

MEANING UNITS	CONDENSED MEAN-ING UNITS	CODE	CATEGORY
The existing knowledge of employees and within the organisation can be enriched with new, useful knowledge.	Enrichment of existing knowledge with new, useful knowledge.	- Enrichment of existing knowledge.	- Motivation, feedback and collaboration
It is a motivation for employees-potential learners.	- Motivation for employees to develop.	- Means of motivating employees.	- Motivation, feedback and collaboration
It is important because learning allows for wellbeing and self-fulfilment. When staff is feeling well, healthy, a tightly knit team, productivity increases. In addition, the employees understand the values of the companies and transmit them outside giving the company the image of a business that is fruitful and that take cares of the happiness and wellbeing of its staff. happy staff delivers quality works and contributes to the promotion of the image of the company that can be more and more prosperous because of efficient staff that can never stop innovate and develop new tools, clients, services in order to meet the current challenges in the field	- Employee’s fulfilment leads to productivity - values and images of the companies transmitted by happy staff - quality of the work produced when staff is happy, equipped and trained	- happiness and motivation - good image outside - quality and competitiveness	- Learning investment and consequences

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
It is important because it leads to Polyvalence and Adaptability. 2 key standards in crisis period (such as pandemics) when a staff polyvalent can ensure that the work is done even if the mission is not the one he has been hired for. and when a staff is adaptable he can easily moves step by step according to the market, the crises, the challenges and solve problems with these adaptability skills	- Polyvalence and adaptability leads to effectiveness and productivity	- search for efficiency	- Learning investment and consequences
Employees get the skills and competences required for the job and for the company's development. Being trained and being a trainer is both a position in which everyone can extend one's skills and to evolve inside the company	- Develop staff motivation (recognition of competence, ability to train) - develop employees' versatility	- Versatility - skills and motivation	- Learning investment and consequences - Motivation, feedback and collaboration
Internal training will identify knowledge gaps and update skills	- Strengthen the adequacy of skills to the needs of employers	- Adjustment and development of skills	- Motivation, feedback and collaboration
Trained and versatile employees will be able to change positions, occupy vacancies (leave, sickness ...) and the company will be able to respond to customer requests without pending them.	- reactivity, polyvalence and responding quickly to customer demand	- Customers, demand	- Learning investment and consequences
Learning leads to acquiring new knowledge and skills which in its way can lead in developing new services and products	- Learning leads to new skills, - Learning leads to new knowledge - Will be used for new services and products	- Learning leads to new services and products as employees are more skills	- Learning investment and consequences
When you learn more on how to do your job then you will do it in less time and maybe have more time for more tasks. This will increase productivity.	- Learn more on doing ones job - More tasks in less time - Higher productivity	- Less time per task thus higher productivity	- Learning investment and consequences
Humans are curious and when challenged to learn new things they can flourish. This can help them both mentally and	- Human curiosity - Via learning leads to growth	- Learning leads to growth in several aspects of life	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
socially, besides the obvious development of skills for the job	- Social, mental and of course on the job		
The employer will have more informed and updated employees	- Employer with more informed, updated employees	- Learning leads to obtaining more information and update knowledge	- Motivation, feedback and collaboration
There's no than much enterprise commitment about learning.	- Enterprises should believe more in learning investment.	- Learning resources investment	- Learning investment and consequences
I think it's important and necessary. Things are changing, and you have to stay up to date and the corona is also very ...	- Things are changing - Necessity to stay up to date	- Change - Necessity of learning - Up to date	- Learning investment and consequences
Everybody that was not online had to learn how to bring everything online	- Learn how to work online	- digitalization	- Learning investment and consequences
The world changes so fast that you can learn or stay behind you know what I mean? Not only with the technologies it's just like these, we are still talking like dinosaurs for the newer generations so it's really important to keep improving as organizations and not only as professionals.	- World changes fast, learn – not to stay behind - New technologies - Keep improving as organisations	- Change - New technologies - improvement	- Learning investment and consequences
I think it's (learning) the only way to get better and better every day	- Learning to become better	- Improvement	- Motivation, feedback and collaboration
For me the environment is also important. It's important to learn about the things. It's that learning creates a vibe for the employees. Even if the paycheck is not so good, if we have something to learn, and if the environment that you're working in is offering a lot of new experiences, and new skills and new knowledge then it creates more vibes for the employer.	- Learning creates a vibe for the employees - Possibility to learn compensates lower pay check - New experiences - Vibes for the employer	- Better understanding for employees - Learning as a job-add-on- More experience - Better understanding of employer	- Motivation, feedback and collaboration
I think at the time of the crisis, everyone had to learn how to use the internet in a proper way and how to use zoom. And a lot of people had to change to e-commerce. And on the	- Learn how to use the internet - Change to e-commerce - Learn how to relax	- Digitalization - E-commerce - Relax	- Learning investment and consequences

MEANING UNITS	CONDENSED MEAN-ING UNITS	CODE	CATEGORY
other side it's very important to learn how to relax. Because it's a really tough time.			
Corona was an example of how learning is really important to keep up. Because someone could have to do home office and use zoom. And we thought we were prepared, we thought we were online based	- Learn to keep up to date	- up to date	- Learning investment and consequences
Yeah but I mean before we thought that we were in the technology area but then we found out that we really weren't as good as we thought. We had liked a computer and that's pretty much it, you know. And we had to adapt very very fast. Because we had no other option actually.	- Necessary to adapt very fast	- Adaption	- Learning investment and consequences
To the point where the world changes so fast I think in schools and universities it's by the time you finished everything is already changed so you're prepared for a world that really does not even exist anymore.	- Change is fast – not prepared for that fast change	- change	- Learning investment and consequences
What I think because I'm a teacher I think we prepare the students only with basics and we have to try to tell them that they have to motivate themselves. It's not our issue to motivate them. We can open doors and we show them different kinds of ways and steps they can do. But now we really see that the students have to motivate by themselves. Because when they just listen or watch you on zoom, you don't know what they're gonna do besides that. They can go for a walk, they can wash their clothes, whatever. And they can join in whenever they want	- Students are only prepared with basics - Self motivation is needed. - Preparation for online-learning is difficult - Difficult to get people self-motivated - Life changes faster than education-system.	- lack of skills - self-motivation - online-learning difficulties - change	- Learning investment and consequences

MEANING UNITS	CONDENSED MEAN-ING UNITS	CODE	CATEGORY
<p>so I think it's a huge challenge how to prepare all this new learning stuff for them. So, it's more self-motivation, self-reliable, they have to realize. Students in former days, this is just half a year but if you come here a teacher and lecturer motivate me that I should learn this. And suddenly the students that we have to learn how to prepare stuff so that they are motivated by themselves to learn their issues. And I think this is huge challenge for everyone. Also, self-motivation in an organization. Because when our universities change, it's slower compared to what happens in your life maybe. Because first you're in school, then you're in university. First degree, next degree, whatever and then you are somewhere. At a workplace. And we want to stay there forever.</p>			

Table 14: Importance of “Learning in Workplace” (Type B)

Regarding the importance of “learning in the workplace”, employees pointed out investment and motivation as important aspects.

These factors let employees develop and improve their soft skills, increasing motivation and personal development. Therefore, it contributes in work well-being.

On the other hand, participants consider that it's important since human capital investment let enterprises innovate and increase market power and competitiveness. Enterprises could bring in digitalization through an innovative learning plan for an increase of productivity and efficiency.

Q4. DO YOU SEE THE BENEFIT OF TRANSFORMING YOUR ORGANISATION INTO A **LEARNING WORKPLACE**? ADULT SKILL LEARNING IN THE WORKPLACE CAN GENERALLY ENHANCE AN INDIVIDUAL’S PERSONAL DEVELOPMENT, AND POTENTIALLY PROVIDE THEM WITH THREE KINDS OF BENEFITS ACROSS THREE DIMENSIONS: ECONOMIC, WELLBEING AND SOCIAL.

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employee wellbeing through well-being strategies is nowadays common targeting in especially Cyprus' big organisations and it brings the best out of employees while at work.	- Employee wellbeing through well-being strategies which bring out the best out of employees.	- Employee well-being.	-Motivation, feedback and collaboration
A structured system for identifying training needs is considered important in organisations so as to motivate employees to improve. Motivating employees is very important.	- Training systems in organisations motivate employees to improve which is very important.	- Motivated employees.	- Motivation, feedback and collaboration
Recognition (certification) of employees' new qualifications and skills.	- Recognition of new skills and some-times certification of new qualifications.	- Certification of new qualification	- Motivation, feedback and collaboration
The participation in different learning opportunities such as internal or external training courses or even participation in conferences and other activities or in professional unions make employees more socially active except from contributing to their work development.	- Participation in different learning opportunities which contributes to both employees' development and making them more socially active.	- Social skills' increase through learning.	- Motivation, feedback and collaboration
Maybe they teach you more than you think because you're learning something, and people don't expect from you to know everything, so you are more stress free.	- It is expected that you know everything, learning reduces stress/pressure	- Reduces pressure on employees	- Learning methodology: How to implement it
And it also depends on that whoever is giving you the tasks understands what is included in your job. So as we said before the time factor that is really important that you have to learn if you want or if you have to learn something new, that you have this research that you can take your time. That's also I think the best way. That you learn, but you need to do it in your pace.	- Learn what is needed in your job - Time factor is important.	- Learn in own pace - Learn what is needed	- Motivation, feedback and collaboration
So very often if you want to improve certain skills you need to do it in your own time. And very often they bring your own one. I am not saying that the companies should just pay for courses but I think really to put in the right balance and see if I invest then this person has	- Sometimes learning has to be done in free time – not good.	- Sometimes learning has to be done in free time – not good.	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEAN-ING UNITS	CODE	CATEGORY
<p>better skills and probably can do better jobs and is gonna be more productive then this has a value, right? Maybe on Saturday morning I don't wanna go to a workshop. Maybe I just want to stay home and have coffee with my daughter. And I think all these things need to be taken in count when they are discussing the learning in the work-space.</p>			
<p>And to sum it up who pays for which skills, and you're definitely right, that's not learning in work-place, that's learning next to your workplace in your free time.</p>	<ul style="list-style-type: none"> - Important to identify in which skills should be invested - Balance of training and freetime 	<ul style="list-style-type: none"> - Planned skill devel- opment 	<ul style="list-style-type: none"> - Motivation, feedback and collaboration
<p>I am very happy that I have kids so I can learn from them but very often they show me and not I show them. So most time we learn from the young and not like in former days from the old ones.</p>	<ul style="list-style-type: none"> - most time we learn from the young and not like in former days from the old ones 	<ul style="list-style-type: none"> - learning from the younger generation 	<ul style="list-style-type: none"> - Learning methodol- ogy: How to implement it
<p>I think organizations are utilized by grouping different departments together and having common projects where they learn from each other like if I work with someone in the IT department maybe they used this spread design or whatever then I could use that too for my projects but I learned from them how to do that. Learning from each other just throughout individual departments.</p>	<ul style="list-style-type: none"> - Used to think/work in groups - Could learn from each other 	<ul style="list-style-type: none"> - Learning from each other 	<ul style="list-style-type: none"> - Learning methodol- ogy: How to implement it - Motivation, feedback and collaboration
<p>I think that's important for organizations to realize. To bridge the gap between this generation of difference and it has worked but here because we normally always work the other way round.</p>	<ul style="list-style-type: none"> - To bridge the gap between generation 	<ul style="list-style-type: none"> -Close generation gap 	<ul style="list-style-type: none"> - Learning methodol- ogy: How to implement it
<p>In a pandemic period : Rapid changes in the nature of work and digitalization are creating challenges for organizations in several industries. Doing business is getting more globalized and</p>	<ul style="list-style-type: none"> - New work paradigms, like telecommuting and remote working, have changed the traditional definition of "work". With this 	<ul style="list-style-type: none"> - new approach in developing skills - new and fast needs of learning new skills to be polyvalent, expert and adaptable 	<ul style="list-style-type: none"> - Learning methodol- ogy: How to implement it - Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
intercontinental. New work paradigms, like telecommuting and remote working, have changed the traditional definition of “work”. With this transformation of when, where and how people are willing to work, also comes a change in how they approach learning new skills to cope with the new work model. It is incumbent upon organizations to support their workforce in transitioning to the new learning paradigms. Not doing so can prove to be a huge competitive disadvantage.	transformation of when, where and how people are willing to work, also comes a change in how they approach learning new skills to cope with the new work model. - companies must support the transition	- needs for the company to support the transition	
Training allows skills to be developed directly related to the position or peripheral activities. However, training in the workplace requires time to train and be trained at the expense of one's core business. This must be taken into account by management. short term vs long term impact and investment	- Integrating training into day-to-day work - short term vs long term impact and investment	- best practice at work	- Motivation, feedback and collaboration
Training allows to reviving the company's values, to promote understanding and discussion, to strengthen the team spirit of employees	- Transmit the company's values, knowledge - build a good team spirit	- Values - team work	- Learning methodology: How to implement it

Table 15: Benefits of “Learning in Workplace” (Type B)

Advantages are mostly located and boosted through employees’ motivation, which is provided for the continuous learning process. That is why personal and professional development lead to social benefits.

Q5. CAN YOU PROVIDE EXAMPLES OF BENEFITS WHICH “LEARNING IN THE WORKPLACE” HAS BROUGHT TO YOU AND YOUR ORGANISATION?

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK AND COLLABORATION	“LEARN HOUSES” STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING HANDICAPS
----------------------	--	-------------------------	-----------------------------	--------------------

Job shadowing	More content employees and more balanced relationships between employees and between employees and employers.	keeps an organisation and adaptable	Efficiency increase	/
"Intra-promoted" learning	Employees more competent to handle both "soft issues" and on-the-job topics	best place to work		
build a mastermind	Respect and loyalty increase	fit in the context		
diversity	More motivated personnel and competitive	responsibility and involvement		
job enlargement	Exchange with colleagues	better image and notoriety		
more knowledge	Fulfilling experience			
	felt appreciated			
	felt valued			
	better teamwork, trust and energy			
	passion at work			

Q6. CAN YOU PROVIDE EXAMPLES OF DAMAGES WHICH "NON-LEARNING" IN THE WORKPLACE HAS BROUGHT TO YOU AND YOUR ORGANISATION?

LEARNING METHODOLOGY	MOTIVATION, FEEDBACK AND COLLABORATION	"LEARN HOUSES" STRATEGY	INVESTMENT AND CONSEQUENCES	LEARNING HANDICAPS
-----------------------------	---	--------------------------------	------------------------------------	---------------------------

No certificates	Lack of employees' motivation	need to change organisation	High personnel turnover rates	/
Knowledge implementation difficulties	work stagnation	disadvantages in competition	Employees' inefficiency	
Time barrier increase	Anxiety, stress and other		Innovation decrease	
takes longer to perform a task	Lack of feedback		lack of opportunities	
not easily adaptable	Lack of soft skills development		Locking up and struggling to adapt to change	
	bored of the routine		decrease in sales	
	difficulties to follow up which lowers the self esteem			
	absenteeism			
	routine, stagnation and desire to change, staff turnover			

Q7. WHAT MAKES IT DIFFICULT FOR YOU TO TRANSFORM YOUR ORGANISATION INTO A LEARNING WORKPLACE? WHAT ARE THE BARRIERS?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Employers are not well aware about existing learning opportunities for their personnel: e.g., through subsidised training programmes, the so called "vital training" (in Cyprus, by the Cyprus Human Resource Development Authority), social learning (participation/attendance in	- Employers are not well aware on existing learning opportunities of differs types for their personnel, especially on non-formal and informal learning opportunities.	- Limited awareness on learning opportunities of different types.	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
conferences, etc.), participation in professional unions, experiential learning etc. They are not well aware especially on non-formal and informal learning opportunities.			
Limited human resources and material, especially in the case of small enterprises and SMEs: employees absent for training cannot be substituted.	- Limited human resources which do not allow for employees' substitution when absent for training and limited material.	- Limited human resources and material.	- Learning handicaps
Employers' mentality on the impact that training may have on their employees and on how this will benefit them.	- Employers' mentality that training may not benefit employees.	- Scepticism towards employees' training.	- Learning handicaps
The insufficient or incorrect evaluation done after on-the-job or other trainings which deprives the employer of a clear idea of the benefits from the training and its efficiency.	- Insufficient or incorrect training evaluation which do not reveal the relevant benefits.	- Insufficient or incorrect training evaluation.	- Learning methodology: How to implement it
That sometimes there is no spread of the new knowledge in the organisation; employers do not make good use of the new knowledge that employees have gained through training.	- No spread within the organisation and not good use of the newly gained knowledge.	- No spread of new knowledge.	- Learning methodology: How to implement it
Non-clear goal setting, non-alignment (non-mirroring) of the organisation and employees' goals (of each employee, one by one).	- Non-alignment between the organisations and employees' goals.	- Non-clear goal setting.	- Learning methodology: How to implement it
Despite the availability of techniques for measuring employees' development, such as exit interviews, training evaluations etc., sometimes there are no genuine reward systems for employees who follow trainings; the employer does not believe in rewarding them for their effort to develop and this discourages them.	- There are no genuine reward systems for employees who follow trainings and this discourages them.	- Non-genuine training reward systems.	- Learning methodology: How to implement it
Non-change of the employees' performance, reluctance to change, which discourages employers from adopting a mentality in favour of training.	- Employees' non-improving performance and reluctance to change which discourages employers.	- Employees' reluctance to change.	- Learning handicaps

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The training topics: in some organisations, technical and/or on-the-job trainings are of priority due the nature of these organisations.	- Technical, on-the-job training topics in priority due to the nature of some organisations.	- One-sided training topics.	- Learning methodology: How to implement it
The workload for employees deriving from certain trainings, especially those that lead to certifications.	- Excessive work-load of trainings that lead to certification.	- Excessive training	- Learning methodology: How to implement it
Public organisations and local authorities are usually slower in adopting learning mentalities for their employees and procedures such as training needs' analysis or evaluation of training are done in obsolete ways or with insufficient evaluation criteria.	- Public organisations and local authorities are slower in adopting learning mentalities and use obsolete training tools and insufficient evaluation criteria.	- Obsolete learning procedures, tools and criteria.	- Learning methodology: How to implement it
Employees' unions, especially in the case of the public sector, make it difficult for such organisations to change, their learning mentality included.	- Employees' unions make it difficult for the learning mentality to change.	- Employees' unions.	- Learning methodology: How to implement it
Employers in many cases do not quantify the losses caused by the continuous turnover of their personnel, so as to realise that training offers to their personnel can cost them less.	- No calculation of losses caused by personnel turnover, so as to realise that training cost which can counteract high turnover may be less.	- Comparison between learning cost and benefits	- Learning investment and consequences
The information is not accessible, not clear, not understandable, not actionable, not credible nor trusted, not relevant, not timely	- Lack of dedicated and competent HR. - lack of time lack of money	- lacks and barriers for learning to be on a top3 priority list	- Learning handicaps
Companies recognize that effective, integrated and coordinated communication is integral to carrying learning / training goals to build a better, healthier future for staff. Often there is no strategic approach implemented and the communication is not effective. Companies can make a significant investment to meet the growing need for information, advice and guidance, towards CPD but often, emergencies, other priorities, problems, crisis, challenges come always first.	- Emergencies and short-term logic make it difficult for the staff to speak about his/her needs in learning and career evolution	- short term logic and emergencies vs career thinking evolution	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
<p>In addition to lack of know how to implement adult learning in the workplace and lack of money and key human resource, there is also a lack of pedagogical know how in order to implement a proper CPD or adult training in the company. There are no official training paths to follow that can lead someone to the position wanted. The blurred management of this package is often connected to a withdrawal: internal trainings (like work in pair) never lead to a certification, so one day, when changing company, you cannot prove (except with practice) that you have the level and France is a country where diploma and certificates do matter. For external training, the request costs in time in money, in HR, and "I don't know if I could have the position once certified with the training done so why would I take time that I don't have to search how to go from point A to point B explaining my boss that I will still do my job but in less time because the training takes time and money." How to give employees all the necessary information in order to build and co-build with the employer their learning journey?</p>	<p>- There is also a lack of pedagogical know how in order to implement a proper CPD or adult training in the company. There are no official training paths to follow that can lead someone to the position wanted. The blurred management of this package is often connected to a withdrawal: it costs time money and HR to set up a request, it is too long and not efficient</p>	<p>- lack of pedagogical know how inside the company to have a proper CPD strategy for the staff - need to give employees all the necessary information in order to build and co-build with the employer their learning journey</p>	<p>- Learning methodology: How to implement it</p>
<p>Yeah, so you need, a lack of resources might be a problem to transform a to learn in workplace.</p>	<p>- Lack of resources</p>	<p>- Lack of resources</p>	<p>Learning handicaps</p>
<p>I think learning is always a time issue</p>	<p>- Lack of time</p>	<p>- Lack of time</p>	<p>- Learning handicaps</p>
<p>There are not any specific barriers just lack of information.</p>	<p>- No barriers - Lack of information</p>	<p>- It can be done with proper info</p>	<p>- Learning handicaps</p>
<p>We are going through a heavy economic crisis for many years now and it seems that it will only be getting worse due to the pandemic. Economic resources are scarce so if those are required it is going to be quite a barrier for introducing learning workspaces.</p>	<p>- The economic crisis does not allow resources to be streamed in workplace learning</p>	<p>- For new activities more resources are required</p>	<p>- Learning handicaps</p>

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Taking employees out from workplace has direct consequences of employees' workload.	- Learning plan affects employees' workload directly.	- Schedule learning plan.	- Learning handicaps
There's a "usefulness" barrier since frequently employees have the feeling that some learning activities are "another training" and meaningless effort.	- Employees don't want to lose their time always in the same or similar activities.	- Employees' motivation.	- Learning handicaps

Table 16: Barriers to "Learning in Workplace" (Type B)

The main barriers that employees find are related to methodology, investment on learning and other external obstacles.

Employees believe that enterprises need long-term strategically planned investments in order to get a solid and permanent change. Investment on learning doesn't have a short-term return so it's important that CEOs and managers have a long-term vision to visualize the profit.

Regarding the element of the methodology, employees think that enterprises should study the internal structure and culture, in order to elaborate the right learning plans. This would combine the exploitation of goals and resources and time management (without affecting the employees' workload).

Lastly, they believe that there are some external handicaps, such as the limitation of market's available resources for a correct methodology elaboration and the learning scepticism and change resistance amongst employers and employees.

Q8. WHAT WOULD BE AN ADDITIONAL MOTIVATION TO DO THE TRANSFORMATION OF YOUR ORGANISATION INTO A LEARNING WORKPLACE?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
When a key position can be provided by several persons it will prevent disruption of the activity and it will avoid to have only one person bearing a heavy weight on one's shoulders.	- ensuring business continuity and horizontal development	- business continuity	- Learning methodology: How to implement it
when the company puts in place a training plan, then this allows for better organization of in-house training and better management of skills in the company when it comes to recruitment, staff departures, and keeping the internal knowledge and know how (tool: GPEC: forecast management of	- prepare for changes - use tools such as GPEC - more flexibility	- changes lead to anticipation, preparation, organisation and flexibility	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
jobs and competences in the company)			
It will give the image that the employer puts the employees first, before the money and before the competitiveness of the company. It is a sign of well-managed company in which employees are key to the success. Usually because there is always a lack of time, annual interviews are not done, or done too quickly because it is never the priority, the priority in client, money, business and performance. If a company puts training first then it is human side that comes first and it is a good sign.	- to give time for assessment, evaluation (self or in pair or in group) regularly in order to talk about evolution, inside or outside the company	- career evaluation and evolution - well-being of the employees is the well-being of the company	- Motivation, feedback and collaboration
I think it's a top management issue. Well if the company doesn't support this issue, then it's very hard to do it from bottom up. It has to be a strategic idea and if the strategic, and the leadership is with that it's much easier. The fighting from bottom up is always harder.	- Top management issue/support needed - Learning Workplace as strategic idea of an organization	- Top management support - Strategic idea	- Learning methodology: How to implement it
It's the culture of the company. If this mindset is already kind of in there its way easier to start turning things over. But if there is an obstacle in the leadership or in the management whoever is in charge. Then it's gonna be much harder. I think the culture of the company is very important.	- Culture of the company is important. - With the right mindset it is easier	- Organizational culture. - Right mindset	- Learning methodology: How to implement it
Like I, every year have this talk with my boss and I had it in January and she asked me yeah, where do you see yourself developing? And if I think at some point my job could be too boring to me and I said yes at some point I could not develop. That is my personal opinion but if I think the job is too boring and I'm still young and I can't learn and change okay then just	- Personal development	- Personal development	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
switch the employer. But if it's interesting and I can develop and it's fun then you will stay.			
Yeah, I agree, I think there will be extra motivation for organizations to change to a learning organization if like new generation wants this technical environment like at the same time, I think that depends on the culture like everyone said because they can say they want it and say they need it but they're not really prepared to transition, it won't actually work.	- New generation wants this technical environment.	- New generation. - Technical environment	- Learning methodology: How to implement it
Examples/case studies of how the Learning workspace has benefited other organizations could be used as a motivation for both employers and employees.	- Showcase what the learning workplaces can do for the employees and the employers	- Examples of benefits are very important for employers and employees	- Learning methodology: How to implement it
The presentation of explicit beneficial outcomes could be very motivational for both employers and employees. Outcomes could be: - Economic benefits - Acquire of new competences - More free time - Boost of wellbeing at the workplace - Creation of new knowledge which leads to innovation Etc.	- Show what the outcomes of one's workplace could be. - Those could be of various nature	- Outcomes for a specific organisation could make it more interesting for employers and employees	- Motivation, feedback and collaboration
Learning methods combined with other ones like mentoring, coaching, or 70-20-10 model (70% learning by doing, 20% listening and 10% watching).	- Traditional learning methods are not that much effective as always and require new complementary methods.	- Learning innovation. - Fulfilling experience.	- Motivation, feedback and collaboration - Learning methodology: How to implement it
Increase enterprises' commitment about learning process.	- Employees-employers learning process deal.	- Employees' motivation.	- Motivation, feedback and collaboration
A training or online course as an obligation is useless. Employees appreciate that enterprises show them learning activities usefulness before implement it.	- Employees need to know learning activities usefulness to seek employees' motivation improvement.	- Employees' motivation.	- Motivation, feedback and collaboration
Empowering soft skills through workshops due to online courses loss social and networking side.	- Employees are missing networking opportunities due to the	- Networking.	- Motivation, feedback and collaboration

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
	fact online courses increase.		
Increasing feedback amongst employees and employers about new methodologies and tools and implementing them.	- Employers should have no fear of new employees' learning outcomes implementation.	- Boost feedback. - Employees' motivation.	- Motivation, feedback and collaboration

Table 17: Additional motivation to “Learning in Workplace” (Type B)

As an additional motivation, employees suggested that the work atmosphere could get better if there is a right learning methodology.

Participants think that continuous feedback will let them develop their soft skills and prioritize their human values. Therefore, this will lead to a focus on all the outcomes that provide a fulfilling experience and wellbeing improvement.

Enterprises could implement the learning development basis through some examples and real study cases. In this way, they could study on how to improve or implement new tools and create a “new generation” of employers who will lead this motivation.

Q9. WHAT WOULD YOU EXPECT FROM STAKEHOLDERS (MINISTRIES, EMPLOYERS, PUBLIC EMPLOYMENT SERVICES (PES), TRADE UNIONS, AND TRAINING PROVIDERS) TO TRANSFORM YOUR ORGANISATION INTO A LEARNING WORKPLACE? WHAT WOULD YOU EXPECT FROM EMPLOYERS TO TRANSFORM YOUR ORGANISATION INTO A LEARNING WORKPLACE?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
The Cyprus Human Resource Development Authority's role is crucial to such a transformation, since it is the authority responsible of trainings in organisations. The fact that it is a quite inflexible organisation, the way it subsidises training programmes and informs employers and employees on them, all these should be reviewed.	- Support from the Cyprus Human Resource Development Authority, responsible of such trainings. - Organisation inflexible in promoting and subsidising trainings.	- Special support by flexible responsible authorities.	- Learning handicaps
Since on employees' annual payslips a certain amount is cut off for purposes of training schemes, this should change the culture in each organisation, so as to make use of this reality to both the organisation's and its employees' benefit.	- Employers should change their mentality regarding training given that certain salary amounts are anyway dedicated to trainings.	- Mentality change and awareness on training provisions.	- Learning handicaps

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Also, the employees themselves should take this into consideration.	- Employees should be aware about their obligatory salary cuttings for training.		
The employees' unions should contribute to this transformation too, through the training programmes they themselves also implement and irrespective of any other motivations that they may have.	- Employees' unions to contribute irrespective of the trainings they offer themselves and beyond any other motivations.	- Genuine contribution of employees' unions.	- Learning handicaps
The Ministry of Labour can also support the mission of the Cyprus Human Resource Development Authority.	- Relevant Ministry collaboration with the responsible Authority.	- Coordination of responsible authority	- Learning handicaps
The Cyprus Human Resource Development Authority should contribute to the establishment of certain certification schemes which aim to such transformation (subsidies, bonuses etc.).	- Establishment of subsidised certification schemes by the responsible Authority.	- Subsidised certification schemes	- Learning handicaps
Employers should be willing for such a transformation.	- Employers should be positive to this.	- Employers' willingness.	- Learning handicaps
Education/Training centres should modernise the content of their courses to be in line with such a transformation (specialised courses, courses that correspond to specific needs) as well as their means and methods of training. Connection and alignment of external actors such as training centres with organisations that aim at this transformation; adoption of a common mentality. Creation of a common network for adult learning at the workplace which will add value to the process and can contribute to the promotion of this idea and of a win-win situation between employers and employees.	- Modernisation of training content, means and methods by training centres. - Connection of external actors and alignment with requirements. - Creation of a common network for adult learning at the workplace which will add value to the process.	- Adoption of a common mentality by external actors.	- Learning handicaps
Plan: Where you map out what is required to get you where you need to go, and by when Learn: Where you acquire performance-enhancing knowledge and practice the skills to address the plan	- learning is not about one approach or one system, there are plenty of strategies, but it is about setting up a framework to follow	- Plan, Learn, Apply, Measure, Analyse your staff CPD	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
<p>Apply: In the form of doing what you learned to improve performance</p> <p>Sustain: By taking steps to consistently update and upgrade skills and learning needed to meet and exceed performance standards</p> <p>Measure: Assessing your accomplishments (or lack thereof!) against the plan</p> <p>Analyse: Taking it all in and strategizing for your next steps</p> <p>It is important to understand that to support CPD is a constant and ongoing process. The stages aren't necessarily time-bound. Each can take a few seconds or several days to complete. And it doesn't have to be a linear process either. For instance, one could start with the Measure phase, and start creating a Plan based on the outcomes of those measurements.</p>	<ul style="list-style-type: none"> - need to have a methodological guide and protocol to follow 		
<p>They have to support the company so the company can offer that.</p>	<ul style="list-style-type: none"> - Support company to make learning work-place possible 	<ul style="list-style-type: none"> - Make learning work-place possible 	<ul style="list-style-type: none"> - Learning methodology: How to implement it
<p>It's about facilitating. In the structures so we can move forward. It's not about giving money. I don't think that's the way to go but if they could settle the frameworks where the companies can say okay, I need to reinvent myself, I need to do this, I need to do that. Then I have to give the support.</p>	<ul style="list-style-type: none"> - It's not about money, it's about facilitation and support, setting frameworks 	<ul style="list-style-type: none"> - Facilitation - support 	<ul style="list-style-type: none"> - Learning methodology: How to implement it
<p>If that is available, you need to make sure that this is available for everybody. If people don't know that this exists and they don't know how they can apply, it's useless</p>	<ul style="list-style-type: none"> - available for everybody - people need to know about the possibilities 	<ul style="list-style-type: none"> - Availability for everyone - Visibility of possibilities for everyone 	<ul style="list-style-type: none"> - Learning methodology: How to implement it
<p>To not just apply a methodology and expect it to work but to further test it and revise it when needed in order to result to optimum situation.</p>	<ul style="list-style-type: none"> - Employers should become more involved than just apply a methodology - Need to install a feedback and revision system 	<ul style="list-style-type: none"> - The learning work-places need to be piloted and revised. 	<ul style="list-style-type: none"> - Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Their need a change of paradigm: to focus on strengths and let employees grow their value for the company.	- Changing the point of view and focus on employees' strengths and empowered.	- Effective methodology.	- Learning methodology: How to implement it
They should be offering to learn also in higher ranges like management. When it's about learning everybody should be included.	- offering to learn also in higher management - learning everybody should be included	- Learning in all hierarchy levels - Include everybody	- Learning methodology: How to implement it
The thing is, if you leave the organization, certificates are the only thing that counts afterwards. I mean we live in western Europe we love diplomas. We have those for everything. So, it's the only way we have found to prove our experience. I'm not saying I agree, because I don't but apparently, we need to collect them like it is like this in our society.	- Certificates are important	- Certificate for learned skills	- Learning methodology: How to implement it

Table 18: Stakeholders Employers Support (Type B)

Regarding stakeholders' support, employees hope for a higher methodology implementation support and are worried about some external handicaps.

Employees point out the promotion and evaluation of time investment from all relevant actors to create a learning plan in the continuous development process of employees.

When it comes to external handicaps, employees expect an increase of authorities' efforts for an increased investigation of reluctances and obstacles.

On the other hand, French and Greek facilitators divided the participants' answers depending on what they expected between external stakeholders and employers. In this way, facilitators could have a segregate point of view of the participants about their expectations.

Q10. WHAT TYPE OF CHANGES AND LEARNING ACTIVITIES ARE YOU WILLING TO INSTALL IN YOUR ORGANISATIONS IN ORDER TO TRANSFORM THEM INTO LEARNING ORGANISATIONS?

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Adaptation to technological advancements, modern learning approaches etc.	- Following the technological advancements. - Adopting modern learning approaches.	- Adopting learning approaches based on technology.	- Learning methodology: How to implement it

MEANING UNITS	CONDENSED MEANING UNITS	CODE	CATEGORY
Recognition (certification) of employees' new qualifications and skills.	- Provision of certification to employees for new qualifications.	- Certifying the new qualifications.	- Learning methodology: How to implement it
To take into careful consideration the organisation's specific goals, so that to secure relevant funding for training and other learning options.	- Factoring in specific organisational goals so as to secure funding.	- Focusing in specific organisational goals.	- Learning methodology: How to implement it
Monitoring of results and measurement of impact of each training upon its implementation.	- Monitoring of training results. - Measurement of training impact.	- Monitoring and measurement of training outcomes.	- Learning methodology: How to implement it
Employees' annual performance assessment.	- Annual performance assessment.	- Performance assessment.	- Learning methodology: How to implement it
On organisation level, education and training of the personnel should become one of the organisation's main aims.	- Personnel's education and training to become one of organisation's main aims.	- Focusing on education and training.	- Learning methodology: How to implement it
Each employee could prepare and present to the employer his/her potential annual training plan.	- Preparation and presentation of potential annual training plans by employees themselves.	- Self-preparation of individual annual training plans.	- Learning methodology: How to implement it
For each potential training programme of the organisation, an action and implementation plan should be designed from before.	- Preparation of training action and implementation plans.	- Planning the training from before.	- Learning methodology: How to implement it
For me the approved working together really works. At the university level because you learn more and you are not over learning when you work in a group.	- Learn more in groups than alone	- Group work	- Motivation, feedback and collaboration
Also, interactive learning. Not just seminars, it's more convenient.	- Interactive learning instead of seminars	- Interactive learning	- Motivation, feedback and collaboration
This is something that the employers need to decide according to what they are willing to put into it and what they are expecting to get back.	- Employers will take the decisions for their organisations.	- Not something that apt to employees' opinion and decision	- Motivation, feedback and collaboration
Developing soft skills combined with technical issues and increasing courses or workshops about them.	- Creating new learning methodologies.	- Learning innovation. - Fulfilling experience.	- Motivation, feedback and collaboration

Table 19: Changes and Learning Activities (Type B)

At this point, employees find the same focus changes on the methodology’s implementation and employees’ motivation.

Employees believe that personal initiative and decision-making could offer the right learning approaches with a targeted and monitored plan. These will provide useful outcomes to employees and the company in general. Also, enterprises could arrange which methodologies will be implemented and how they will be implemented.

Employees provided some practical resources for their learning development which have direct consequences and profits in their workload or experience. These include the possibility of certified learning, interactive learning and the implementation of methodologies (employees’ annual learning assessment or that each employee could elaborate their own learning plan to enhance some softs skills and incorporate new tools). In addition, participants stressed the necessity for the integration of new technologies, in order to boost modern learning approaches and the monitoring of results for each training upon its implementation.

These tools and outcomes improve the company’s teamwork and increases the time to assess, interview, evaluate, share or discuss the goals and methods.

Q11. WHAT DO YOU FEEL ABOUT THE ACTIVITIES THAT WE HAVE SUGGESTED? WHICH ARE THE GAPS IN THE ACTIVITIES? WHAT ELSE WOULD YOU LIKE TO ADD TO THESE ACTIVITIES?

MEANING UNITS	CONDENSED MEAN-ING UNITS	CODE	CATEGORY
The LEARN methodology and activities seem appropriate for installing learning workplaces. However, the final outcome is based upon the actual methodology and implementation of those activities.	- Appropriate activities - It is important to see the implementation and methodology	- If the activities are implemented successfully then those will be enough.	- Learning methodology: How to implement it
The fact that LEARN involves both employers and employees are very promising, as both of them need to be on the same page for something like this to be successful.	- Inclusion of both employers and employees is a very good idea	- Both employers and employees should have a say in this	- Motivation, feedback and collaboration

Table 20: Learn Suggested Activities (Type B)

The last suggested activities are around the same points: methodology and motivation. These two have an important weight in the present qualitative study, since employees consider that they are both the main points for a right development and atmosphere and condition improvement.

Q12. LET’S GO BACK AND LOOK AT WHAT CAME UP AND MAKE ADDITIONS

N/A

Q13. IS THERE ANYTHING THAT YOU WOULD LIKE TO ADD?

N/A

CONCLUSIONS

General conclusions are that the methodology of learning plans and the actors all companies are the basis for an efficient implementation and an optimum result for the creation of a “Learning in the Workplace” atmosphere.

Thereby, investment is a basic component for the execution of all kind of actions and the creation of a brand learning identity, linked with the quality of products and services.

On the other hand, the definition of “Learning in the Workplace” is linked with targeted processes and tailored for the employees’ needs. Employees should improve the aspects that they want to boost. In this way, all enterprises’ actors realise the increased motivation to learn skills and tools, as well as the process of exchanging knowledge and creating synergies, with impact on companies’ product and services.

In this way, the mixture of both points of view provide to this study a complete approach on how to create a learning strategy. due to the provision of practical resources by the employees and the increased focus by the employers on the methodology. Employees considered the consequences or profits on their workload and experience, like activities that enable certified trainings and interactive trainings. Others include the implementation of methodologies (like employees’ annual learning assessment) or the fact that each employee could elaborate their own learning plan to enhance some softs skills and incorporate new tools. In addition, participants stressed the necessity for the integration of new technologies, in order to boost modern learning approaches and the monitoring of results for each training upon its implementation. Otherwise, employers discussed about how to develop their strategies to implement tools or learning plans, like the identification of key employees to deal with some training tasks, to combine main related departments (such as HR, innovation or IT) or strengthen informal knowledge through the information exchange amongst employees. Furthermore, employees should have tools that let them improve their soft skills and enable a collaboration, both internal and external, which can lead to a knowledge exchange.

Whereby, planned LEARN Activities that an organization should perform to become a “Learning in the Workplace” will meet the following building blocks:

- The vision of adult learning in the workplace:
Encourage employers to adopt a learning culture that supports career-long learning and ensuring that adult learning in the workplace puts learners on a lifelong learning pathway and is supported by guidance systems and the validation of prior learning. This will contribute in the creation of a “Learning in the Workplace” concept or atmosphere.
Thus, they require a work design and work organisation through an effective learning methodology, to create an all-encompassing foundation for the creation of learning and competence and skills development approach. This will include all kinds of learning initiatives (formal, non-formal and informal). Moreover, learning approach should be both directly linked to working context (e.g. language learning through learning health and safety instructions) and set learners on a lifelong learning pathway; for example, enrolling in a basic skills programme can be followed-up by enrolling in other programmes, potentially leading to a formal qualification. This may also result in other outcomes such as participants acquiring a new-found joy/ interest in learning.
- Commitment, governance and coordination:
“Learning in the Workplace” requires a basis securing the long-term commitment of all stakeholders, ensuring the effective coordination between them and the proper assignment of roles and responsibilities. Moreover, other aspects include the communication about adult learning in the workplace, using the language of those who need to be encouraged, while ensuring sustainable co-funding systems in which everyone could see the benefit of investing in adult learning in the workplace.

- **Planning and ensuring relevance of adult learning in workplace:**
The main aims to understand the definition of “learning in the workplace” are to ensure that adult learning in the workplace puts learners on a lifelong learning pathway, and workplace learning is tailored to adult learners’ needs. Education or training provided to adults needs to consider their characteristics, background, needs, demands and prior experience.
Lastly, learning of their employees needs to be relevant for them. This does not necessarily mean that there should be a focus exclusively on practical or technical work-related skills; companies also value transversal skills and basic skills are also essential in the work environment. Ensuring that learning is responsive to employers’ needs and contributes to wider benefits (such as increased competitiveness and innovation) requires an effective skill monitoring and forecasting system that can inform the provision of skills, whoever is responsible for it (employers, Public Employment Services, trade unions, training providers, government programmes etc.).
- **Monitoring and evaluation:**
To maintain the relevance and effectiveness of policies for adult learning in the workplace, there should be a system in place to monitor the implementation of the policy and identify opportunities for improving them.

In conclusion, “Learning in the Workplace” means designing and managing an efficient learning methodology and implementing a strategy for skills’ development, through a learning culture which lets employees increase their motivation and usefulness feeling. Thus, enterprises should have a learning plan’s structure and approach, directly linked with the work life context and consider employees’ practical needs and aspirations. Therefore, enterprises should plan and ensure that they are reaching learning goals and implementing a monitored and employee-committed strategy.